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## ABSTRACT

This report is concerned with Title I of ESFA, the Federal funding provisions most directly concerned with disadvantaged pupils. Pursuant to the Congressional directive, the Commissioner authorized a number of studies including nationwide surveys of educational activities financed with funds drawn from ESFA Title I. One survey of public elementary schools was made during the latter part of the 1967-68 school year, and the results obtained from the survey are current for June 1969. Studies also are conducted and reported regularly by State education agencies, and by each of the approximately 17,000 public school districts that administer Title I funds to support academic projects and related activities. Title I programs for disadvantaged pupils are examined in addition by interested parents' and citizens' committees, and by research scientists who specialize in learning problems of disadvantaged children and youth. Nonetheless, this is considered the first report that endeavors to examine the nature and extent of Title I activities conducted through State and local public education agencies, and the first to examine Title I performance as an instrument of national policy. (Author/JM)

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## EDUCATION OF THE DISADVANTAGED

An Evaluative Report on Title I  
Elementary and Secondary Education Act of 1965

Fiscal Year 1968

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Robert H. Finch, Secretary

James E. Allen, Jr., Assistant Secretary and Commissioner of Education

U. S. DEPARTMENT OF HEALTH, EDUCATION  
& WELFARE

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D.C. 20202

April 24, 1970

Honorable Spiro T. Agnew  
President of the Senate  
Washington, D.C. 20510

Dear Mr. President:

The attached report is submitted to the Congress in response to Section 404, Title IV, of the Elementary and Secondary Education Act of 1965, as amended by P. L. 90-247. Section 404 includes the following:

"...the Secretary shall transmit to the respective committees of the Congress having legislative jurisdictions over any Act referred to in Section 401 and to the respective Committees on Appropriations a report evaluating the results and effectiveness of programs and projects assisted thereunder during the preceding year, together with his recommendations (including any legislative recommendations) relating thereto."

Title I of that Act--a program designed to assist local school districts with heavy concentrations of low-income families--is the subject of this evaluative report.

Title I funds are expended by local school districts for a full range of special educational services and programs for pupils in low-income areas. Because Title I is a complex and multiple-project program, it is necessary to conduct a variety of studies. As a first step in assessing these diverse programs, emphasis was given to studies of Title I-supported activities in the early school grades.

Data for this evaluation were obtained largely, but not exclusively, from findings of two nationally representative surveys of school districts receiving Title I funds during fiscal year 1968. Among other sources of data were a survey of compensatory education projects, State and local reports of Title I project evaluations, and a study of 65,000 reading achievement records.

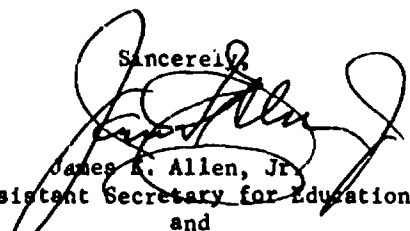
Page 2 - Honorable Spiro T. Agnew

Preparation of this report involved seeking data to answer policy and administrative questions of concern to the Congress of the United States and to school personnel interested in improving the school performance of disadvantaged pupils. The items addressed in this report in broad terms are:

1. The relationship of Title I financial assistance to local school districts in accordance with their ability and need.
2. Special educational needs of educationally deprived pupils.
3. Characteristics of Title I assisted schools and their programs for addressing the special needs of educationally deprived pupils.
4. Measurable benefits that have accrued--or have not accrued--to pupils as a result of their participation in Title I supported special programs.

Some of the issues raised are answered objectively; others cannot be resolved in a period of a few years. This report, however, focuses upon the problems of educating disadvantaged children, evaluates the effectiveness of the Title I program during fiscal year 1968, and offers some recommendations for consideration by Federal, State, and local governments.

Although the report is addressed to four broad areas, these and many other important questions warrant further study and consideration.

Sincerely,  
  
James E. Allen, Jr.  
Assistant Secretary for Education  
and  
U.S. Commissioner of Education

Enclosure



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D.C. 20202

April 24, 1970

Honorable John W. McCormack  
Speaker of the House of Representatives  
Washington, D.C. 20515

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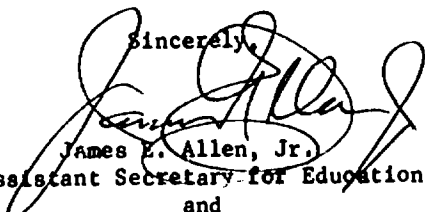
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Sincerely,  
  
James E. Allen, Jr.  
Assistant Secretary for Education  
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Enclosure



## PREFACE

In 1967, Public Law 90-247 amended the Elementary and Secondary Education Act of 1965 (P.L. 89-10). Through these amendments, the Congress instructed the U.S. Commissioner of Education to study and report annually on the results and effectiveness of Federal funding programs conducted under provisions of the Elementary and Secondary Education Act (ESEA). This report is concerned with title I of that act, the Federal funding provisions most directly concerned with disadvantaged pupils.

Pursuant to the congressional directive, the Commissioner authorized a number of studies including nationwide surveys of educational activities financed with funds drawn from title I. One survey of public elementary schools was made during the latter part of the 1967-68 school year, and the results obtained from the survey are current for June 1968. This survey provided data from a nationally representative sample of nearly 4,000 public elementary schools that were operating title I programs in 465 local public school districts. Approximately 150,000 responses were obtained for public elementary school pupils in grades 2, 4, and 6, their teachers, and their school principals. A supplementary survey was conducted in the same districts in January 1969.

These studies represent but one body of information relevant to an evaluation of title I programs and projects. Studies also are conducted and reported regularly by State education agencies, and by each of the approximately 17,000 public school districts that administer title I funds to support academic projects and related activities. Title I programs for disadvantaged pupils are examined in addition by interested parents' and

citizens' committees, and by research scientists who specialize in learning problems of disadvantaged children and youth. Indeed, the thousands of compensatory education projects conducted with the assistance of title I funds are among the most intensively reviewed educational programs in force.

Nonetheless, this is the first report that endeavors to examine the nature and extent of title I activities conducted through State and local public education agencies, and to examine title I performance as an instrument of national policy. As such, it lacks the detail of the intensive case study. It provides, however, an overview of the massive problems that confront the Nation's schools, as well as encouraging evidence that the schools are beginning to grapple with these problems on other than an ad hoc incidental basis.

Eighteen months of sustained effort by many persons and agencies were required to produce the evaluative report. Heavy responsibility for conducting the studies was carried by State officials, who coordinate title I activities in the 50 State education agencies and in the cooperating 465 public school districts that were included in the national sample. An inter-agency staff team, consisting of professionals in the U.S. Office of Education, the Office of the Assistant Secretary of HEW for Planning and Evaluation, and the Bureau of the Budget, designed and administered the surveys. Outside assistance was provided by several expert consultants, including: Dr. William Madow, Stanford Research Institute; Dr. David Berliner and Dr. James Fortune, University of Massachusetts; Dr. William Ashbaugh, Director of Research, Milwaukee Public Schools; and Dr. Joseph Mazur, Director of Research, Cleveland Public Schools.

The summary report herein contained was prepared by the Program Planning and Evaluation Staff of the Bureau of Elementary and Secondary Education, Office of Education, with the assistance of Dr. Burton D. Friedman, Public Administration Service, Chicago, Ill., and Miss Bayla White, The Urban Institute.

Appreciation is expressed to persons in the 465 school districts that participated in the studies, and to the respective State title I coordinators for their cooperation and assistance.

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## I. OVERVIEW

Title I is the major component of the Elementary and Secondary Education Act (ESEA) of 1965. It supplies funds to public education agencies to help them meet the needs of educationally deprived pupils. Through 1968, the program's 3d year of operation, the Congress of the United States had appropriated more than \$3 billion for distribution through title I.

This is the third annual report on title I submitted to the Congress by the U.S. Commissioner of Education. It is, however, the first annual report prepared and presented in response to the 1967 ESEA amendments that require a national evaluation of title I and a report on the results. Earlier annual reports relied on relatively sparse and scattered data from State and local sources. This report rests on data which are, for the most part, representative of the Nation's public elementary schools and, in some cases, of secondary schools as well. These data are still far from complete or comprehensive; much desirable information either is not available or is inadequate for use in a national evaluation of title I. Although this report relies primarily on data from public schools, much of the information on participation in title I programs includes children who are enrolled in nonpublic schools but are receiving special title I services through programs operated by public schools. Despite such limitations, the data constitute a considerable step toward the systematic and sophisticated accumulation of information required for a useful and authoritative assessment of title I.

## Description of Title I

In its "declaration of policy" for title I, Congress singled out two aspects of American education as prompting its enactment: (a) "the special educational needs of children of low-income families" and (b) "the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs." Title I, Congress went on to say, had two basic purposes:

(1) "...to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families..." /to enable them/

(2) "...to expand and improve their educational programs by various means which contribute particularly to meeting the special educational needs of educationally deprived children." 1/

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1/ Title I, as the law now stands, is not designed solely to help poor children in school. It is designed to help what the law calls "educationally deprived children," who may or may not be poor. Perhaps the clearest expression of congressional intent on this point is the following:

No means test is required by the law and none should be imposed on public or nonpublic school children. /The mistaken idea that such a test is required/ undoubtedly originates from the fact that funds are distributed to school districts on the basis of the relative number of children coming from low-income families residing in the district. This device of distributing funds is used solely for the purpose of placing funds where the educational needs are greatest. ...The committee wishes to make clear...that though funds are distributed to districts on the basis of the relative numbers of children from low-income families, once appropriate public or nonpublic schools have been selected for programs, any child in attendance at such school who is in need of the special services is eligible to participate without regard to any financial needs test. (Elementary and Secondary Education Amendments of 1966: Supplemental Report of the Committee on Education and Labor, House of Representatives, Aug. 22, 1966.)

Title I contains several critical assumptions, among them the following. First, there is a deep and direct connection between economic disadvantage and educational deprivation; poor children, in other words, are very likely to be educationally deprived. Second, educational deprivation is not, however, limited to the poor. Third, large concentrations of poor children tend to make districts and schools poor; those districts and schools with large concentrations of poor children are least likely to be able to afford the special programs required by poor and otherwise educationally deprived children. And fourth, educationally deprived children would benefit materially and measurably from special programs supported by title I funds.

Congress left the operation of special programs and the selection of pupils to the responsible education agencies. Each public school district receiving title I money was required to establish "effective procedures, including provisions for appropriate objective measurements of achievement ...for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of educationally deprived children." Each district was responsible, with State concurrence and in compliance with provisions of the law, for (1) identifying the special educational needs of educationally deprived pupils and (2) designing special educational programs and services to meet those needs. Federal officials were specifically prohibited from exercising any "direction, supervision, or control over the curriculum, program of instruction, or personnel of any educational institution or school system" assisted by title I funds.

Title I, therefore, is intended to improve school services for educationally deprived pupils by strengthening the financial capabilities of their schools and districts to meet the special needs of these pupils.

## Evaluation of Title I

When title I was adopted, neither Congress nor professional educators knew exactly how many educationally deprived pupils there were, or how many might need special programs. Nor did they know the extent to which entire school districts or schools might themselves be "deprived" in the sense that their resources were limited, or that they contained high concentrations of low-income families, or both. Indeed, there was not even any general agreement on what "educational deprivation" or "educational disadvantage" might mean.

Nor by late 1967, when Congress required a national evaluation of title I, was there enough information available to support an assessment of the nationwide impact of title I either upon local schools and school districts or upon those pupils who took part in programs assisted by title I.

The very nature of title I made it difficult to gather the kinds and quantity of data required. For title I is an assistance program that furnishes full or partial financial support for more than 30,000 separate projects in about 17,000 local public school districts. These projects span the entire spectrum of educational activities offered by public schools, from preschool to high school, from reading to health services, from remedial instruction to special trips for cultural enrichment. The relatively embryonic state of the evaluative art simply would not permit any certain or searching evaluation of such a diverse, even disparate, array of programs. New approaches and new evaluative instruments had first to be devised, then developed, then applied. This was a complex and cumulative process that could not be completed within a short period of



In early 1968, the U.S. Office of Education initiated several surveys and studies designed to gather the data needed for a national assessment of the "results and effectiveness" of title I. It centered these surveys and studies primarily upon public elementary schools, where title I assisted programs were less diversified and test and related data more developed than at other levels.<sup>2/</sup>

This evaluation effort yielded important new information that will permit some of the alternatives for meeting the needs of "educationally deprived" school-age children to be understood and explored with greater precision. This report highlights that information, which includes the following:

- (1) An operating definition of educational deprivation and operating distinctions between different kinds and degrees of such deprivation<sup>3/</sup>
- (2) A reliable estimate of the number and kinds of educationally deprived children in the country and of the proportions of these youngsters in different categories of school districts
- (3) A reliable estimate of the number of educationally deprived youngsters affected by title I
- (4) A reliable estimate of the number of educationally deprived children that title I does not reach but should
- (5) Relatively detailed descriptions of socioeconomic characteristics of pupils enrolled in public schools which provide programs assisted by title I.

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<sup>2/</sup> The 1968 Survey on Compensatory Education, the major data source on which this report relies, consisting of a nationally representative sample of 3,822 public elementary schools operating title I programs in 465 school districts of 300 or more children, is described in the appendix. A Supplementary Survey on Compensatory Education conducted in January 1969, using basically the same sample as the 1968 survey, and the 1968 Annual Statistical Report of Title I Program Activities were used as additional sources of data for some parts of this report.

<sup>3/</sup> The operating definitions of educational deprivation in this report use estimates of pupils' economic status and/or their teachers' assessment of the likelihood for them to finish high school as bases for delineating five different classes of "disadvantage," the term used in much of this report to describe the educationally deprived. Basic definitions and classifications are detailed in chapters III and IV.

## Focus and Findings

This report explored the available data in terms of five preliminary areas of concern:

- (1) The relationship of title I assistance and public school district financial ability and need (Chapter II)
- (2) Characteristics of schools assisted by title I (Chapter III)
- (3) Characteristics of pupils enrolled in schools assisted by title I (Chapter IV)
- (4) School programs provided with title I funds and selected characteristics of participating and nonparticipating pupils enrolled in the schools offering them (Chapter V)
- (5) Pupil benefits associated with programs supported by title I and problems involved in measuring such benefits (Chapter VI).

These are, it must be stressed, preliminary areas of concern that later reports will both expand and examine in greater detail. This report can only analyze them in the varying degrees of depth and detail that the limited data will allow. It is still impossible, for example, to reach fully valid conclusions about the national impact upon participating pupils from programs provided with title I funds. Nationally representative information about pupil benefits derived from these programs simply does not exist. On the other hand, there is enough information to fashion a fairly accurate picture of how title I succeeds or fails in distributing funds to districts and schools according to their financial abilities and needs and how public schools use those funds to meet what they believe to be the needs of certain types of pupils.

Within these limitations, this report presents a number of significant findings and conclusions. Following is a summary.

1. It is now possible to define the dimensions of the problem of reaching educationally deprived children in the Nation's public schools.

There may be as many as 16.8 million school-age children (aged 5-17) who must be regarded as "educationally deprived" (Chapter IV), using the operating definitions developed and applied in this report (Chapter III). These 16.8 million youngsters suffer from economic deprivation and/or educational disabilities which require special attention or treatment in school.

About 4,450,000 of these 16.8 million disadvantaged children are from families having less than \$3,000 annual income; about 9,770,000 are from families having \$3,000 - \$6,000 annual income; and about 2,560,000 are from families having more than \$6,000 annual income, but whose teachers believe they lack the ability to complete high school. Educational disability is a factor which also applied to 1,750,000 of the children whose families have annual incomes of less than \$3,000 and to 2,345,000 of the children from families with incomes of \$3,000 - \$6,000.

In summary, the 16.8 million disadvantaged school-age children include approximately 14.2 million children who are economically deprived. About 10 million of these 14.2 million children suffer from economic deprivation without reported educational disability, but 4.1 million of them are "multiply disadvantaged," i.e., they suffer from both economic and educational disabilities. The remainder of the disadvantaged school-age population consists of 2.6 million children whose teachers believe they lack the ability to complete high school but who have neither "severe" nor "moderate" economic deprivation.

The large majority of disadvantaged pupils enrolled in elementary schools assisted by title I live in cities and rural areas rather than in suburbs. About 23 percent live in cities of 40,000 or more population, and

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percent in nonmetropolitan rural areas.

About three-fourths of these pupils attend schools that enroll a relatively small proportion of disadvantaged pupils. About 14 percent, however, attend an elementary school in which poor children make up 50 percent or more of the total enrollment.

A disproportionate number of these schools with high concentrations of economically disadvantaged pupils are in large cities.

The proportion of disadvantaged pupils is greater among minority groups than it is in the white pupil population. Negro pupils, for example, account for 21.8 percent of all enrolled pupils, but for 34 percent of all disadvantaged pupils. Moreover, they account for 51.7 percent of those pupils suffering severe economic and educational disadvantage.

2. All available evidence seems to support the selection by Congress of the public school district as the main vehicle for reaching disadvantaged youngsters.

All disadvantaged children live in a public school district somewhere in the Nation. Approximately 95 percent live in the 10,979 title I assisted districts that enroll 300 or more pupils; about 81 percent of these, or more than 75 percent of all disadvantaged children, live in the 3,493 districts that enroll 2,500 or more pupils.

Within these 10,979 districts, about 61 percent of public school pupils attend schools that offer programs assisted by title I. About 80 percent of the disadvantaged attend these "title I schools."

3. The problems that public school districts face in providing special programs for the disadvantaged seem far more complex than many of these districts are able to treat effectively.

Public school districts vary greatly in their ability to mount and maintain appropriate compensatory programs for disadvantaged pupils; indeed, they vary greatly in their ability to support the good general education curriculum upon which special compensatory programs must be built.

Schools vary in their ability to use title I funds in ways that really match and meet the special needs of their disadvantaged pupils. Public schools with very heavy concentrations of disadvantaged pupils, for example, confront a different and far more difficult problem than schools which enroll relatively smaller proportions of disadvantaged pupils.

The disadvantaged pupils themselves differ. Some suffer solely from economic disadvantage. To overcome it, they need certain "life support" services such as food and clothing, and health, medical, and dental care. Others are educationally disadvantaged, and require special remedial work in the basic number and language skills. Still others are multiply disadvantaged, and need a comprehensive set of compensatory services, both "life support" and academic in nature. For a variety of reasons, schools find it difficult to discover and differentiate between the particular needs of individual students. As a result, they frequently do not really deal with the different needs of different students.

4. Under the legislatively prescribed formula, title I funds in 1968 did not flow to school districts and their disadvantaged students proportionately to their needs. Place of residence remains a primary determinant of the quality of services available to the Nation's disadvantaged pupils.

Forty-six percent of low-income children receive their education in low-expenditure school districts. <sup>4/</sup> These low-expenditure districts receive

fewer title I funds for each poor child than do high-expenditure districts and both tend to spread their title I money among more pupils than they have poor children. Only moderate-expenditure districts use their title I funds on fewer participants than they have poor children.

As a result of these expenditure patterns, the poor child in a low-expenditure district finds himself disadvantaged in at least four ways: (1) He and his family are poor; (2) his school is poor; (3) his school district receives proportionately fewer title I dollars with which to provide special services; and (4) he receives a smaller share of those fewer title I dollars.

#### Recommendations

The evidence suggests that public school districts receiving title I funds have established rational, if not fully effective, programs for meeting certain basic needs of their disadvantaged pupils. The vast majority of the Nation's disadvantaged pupils live within these districts, and the districts do therefore constitute an appropriate vehicle for reaching these pupils.

School districts, however, are not yet able to design and deliver all relevant services to each disadvantaged pupil precisely as he needs it. There are essentially two reasons for this: (1) The tools and techniques for diagnosing and dealing with the needs of the disadvantaged are still in the stages of relative infancy, open to question and to continuing research, development, and evaluation; (2) as a result of fragmentation in federal funding programs, of deficiencies in pupil census data, of the sheer insufficiency of funds for education from all sources, and of other factors, public school systems simply lack the resources to

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t the major effect that the problems require.

Following are some steps that, on the basis of this report, the appropriate jurisdictions of government--Federal, State, or local--can take to enhance the ability of school districts to meet the needs of their disadvantaged pupils:

- (1) Permit districts to "package" all compensatory education funds from all sources and thereby concentrate all compensatory efforts in order to deal more effectively with the different needs of different pupils.
- (2) Provide funds to school districts to acquire special management assistance and to further develop their own capabilities in the design, development, installation, replication, and evaluation of appropriate programs for pupils.
- (3) Bring the intensity of financial support for the treatment of educationally deprived pupils more nearly in line with objective measures of needs. In other words, provide greater per pupil financial support where needs are measurably greater, less where needs are measurably less.
- (4) Provide a more balanced mix of financial support. Those programs that are demonstrably more deserving must have the money they need really to work. But funds are also needed to support a balanced program of (a) research and development to advance the state of the instructional art, (b) management assistance to make programs more efficient, and (c) evaluation to make certain that programs are producing the results that they should.
- (5) Give greater financial assistance to school districts in those cities and rural areas that have both the highest concentrations of educationally deprived pupils and the least financial ability to meet the needs of these pupils.

These, then, are the principal findings, conclusions, and recommendations of this evaluative report on the "results and effectiveness" of title I of the Elementary and Secondary Education Act of 1965.

## II. TITLE I AND DISTRICT CHARACTERISTICS

All public school districts with 10 or more children from low-income families are eligible to receive title I funds. The law provides for each district's entitlement to be calculated under a formula which fixes federal support at 50 percent of the State or national average per pupil expenditure, whichever is greater, multiplied by the number of poor children in the district, as determined by legislatively prescribed procedures.<sup>1/</sup>

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<sup>1/</sup> Section 103 (c) of P.L. 89-10 set the Federal fund allocation at 50 percent of the statewide average expenditure for each child. The law was amended in January 1968 to permit use of the national average expenditure per child rather than the State average if the national average was higher. Section 103 (d) of P.L. 89-10 explains the process for allocation of title I funds to each school district.

...the Commissioner shall determine the number of children aged five to seventeen, inclusive, of families having an annual income of less than the low-income factor [originally set at \$2,000 a year, to be reviewed by Congress in succeeding fiscal years]...on the basis of the most recent data available from the Department of Commerce. At any time such data for a county are available in the Department of Commerce, such data shall be used in making calculations under this section. The Secretary of Health, Education, and Welfare shall determine the number of children of such ages from families receiving an annual income in excess of the low-income factor from payments under the program of aid to families with dependent children....

Children living in institutions for neglected or delinquent children or being supported in foster homes with public funds are included in the formula under section 104 (d) of P.L. 89-750.



In 1967-68, title I financial assistance was received by 10,979 of the 11,862 public school districts which enrolled 300 or more pupils. These participating districts had an estimated total enrollment of 41.4 million, or approximately 95 percent of all pupils in public schools in 1967-68.

A January 1969 survey of a national representative sample of 465 of these public school districts provided data which indicate that a total of 6,843,750 poor children aged 5-17 attended school in the 10,979 participating districts. This total is somewhat larger than the number on which title I allocations were based in fiscal 1969 and falls within an acceptable range of related estimates by the U.S. Bureau of the Census.<sup>2/</sup>

This chapter uses the 1969 survey estimates and related data to estimate the national distribution of poor children and title I program participants among districts classified by four aspects:

- (1) Size of enrollment: (a) 300 to 2,499 public school pupils and (b) 2,500 or more.
- (2) Number of resident low-income children: (a) Less than 500, (b) 500-999, (c) 1,000-3,999, (d) 4,000-5,999, and (e) 6,000 or more.

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<sup>2/</sup> Title I allocations for 1968-69 were based on a total of 6,665,419 low-income children aged 5-17, as calculated by the congressionally prescribed formula, which relies heavily on 1960 census data. The number of low-income children derived from 1967 Bureau of the Census estimates was 7,821,441. The difference reflects variations in the definition of low income as used by the Census Bureau and in the title I legislation, as well as changes which may have occurred between 1960 and 1967. (Bureau of the Census, Current Population Reports. Series P-60, no. 59, Apr. 18, 1969, p. 27.)

- (3) Level of per pupil expenditure from non-Federal sources of revenue: (a) Less than \$425, (b) \$425-624, and (c) more than \$625. 3/
- (4) Percentage of pupils attending public elementary schools with title I programs who participated in those programs: (a) Less than 26 percent, (b) 26-50 percent, (c) 51-75 percent, and (d) more than 75 percent. 4/

#### A. Summary

Under the legislatively prescribed formula, title I funds are distributed among public school districts mainly on the basis of (a) the estimated number of resident poor children in a district and (b) the State or national average expenditure per pupil from non-Federal sources of revenue. As a result, more title I funds tend to be allocated for each poor child in high-expenditure districts than for each poor child in moderate- or low-expenditure districts. The survey data show that although the national average allocation of title I funds was \$156.90 per poor child in 1968-69, high-expenditure districts received an average of \$257 per poor child, moderate-expenditure districts received \$142, and low-expenditure districts \$149.

As a consequence of this disparity in fund allocations, high-expenditure districts received 16 percent of all title I funds allocated in 1968-69, even though they had only 10 percent of the resident poor children.

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3/ Per pupil expenditure from non-Federal sources is used in this report as a reasonably adequate indicator of school district ability to support adequate educational programs. These levels of spending were selected because of their respective relationships to the 1968-69 national average per pupil expenditure of approximately \$525. The three categories subsequently will be referred to as (a) low-expenditure districts, (b) moderate-expenditure districts, and (c) high-expenditure districts.

4/ For the sake of simplicity, the text will sometimes refer to group (a) as "low-participation districts," group (b) as "moderate-participation districts," and groups (c) and (d) as "high-participation districts."

Conversely, the low- and moderate-expenditure districts received only 84 percent of the funds for the remaining 90 percent of the poor children.

Moreover, low-expenditure districts tended to have more participants in title I assisted programs than they have resident poor children, high-expenditure districts had somewhat more participants than poor children, and moderate-expenditure districts had substantially fewer participants than poor children. Low-expenditure districts had 58 percent of all program participants, 46 percent of all low-income children, and 44 percent of the funds. High-expenditure districts had 10 percent of the program participants, 10 percent of the poor children, and 16 percent of the funds. Moderate-expenditure districts had 32 percent of all program participants, 44 percent of the poor children, and 40 percent of the funds.

As a result of these factors, high-expenditure districts spent an average of \$226 in title I funds for each program participant, while moderate-expenditure districts spent \$174 per participant, and low-expenditure districts spent \$108.

Although the available data are not conclusive, they do indicate that the present legislative formula for allocating title I funds probably does not fully compensate for the inability of some districts to support adequate education programs which can then be supplemented by compensatory programs for the educationally disadvantaged. Indeed, there are some indications that many low-expenditure districts may use title I funds to initiate programs that have long been available in high-expenditure districts.

The data indicate that many school authorities extend title I programs and services to relatively high proportions of the pupils enrolled in schools operating title I programs.

It is not necessarily illogical for high-expenditure districts to receive relatively more title I funds than low- and moderate-expenditure districts. Such districts generally have higher costs. Because they offer more extensive instructional and related services, high-expenditure districts can probably make more effective immediate use of title I funds than low- or moderate-expenditure districts, since they usually have reasonably good general education programs and a reasonably full array of pupil support services, both of which may be readily adapted and extended to the special needs of the disadvantaged.

Low- and moderate-expenditure districts often do not have these advantages. They may, for example, have no pupil support services. For such districts to develop these and other services requires a major effort which must often be financed entirely with title I funds. At the outset, therefore, low-expenditure districts are likely to lack the basic programs and services required to make immediate use of title I funds for even moderately effective compensatory programs and services.

In short, low-expenditure districts seem to need greater financial assistance than high-expenditure districts because they generally have less revenue-raising ability and are therefore less able to provide adequate general education programs. But under present law, these districts receive less title I assistance for each disadvantaged child than high-expenditure districts.

In fact, it appears that in many low-expenditure districts, and in a few moderate- and high-expenditure districts that spread their compensatory services broadly among many pupils, title I participants receive only one-half to three-fourths as much title I assistance as the average participant, and from one-fourth to one-third of the assistance received by participants in high-expenditure districts that concentrate their services on less than 26 percent of the pupils enrolled in title I "target" schools. In this sense, therefore, it seems clear that a large number of children who most need substantial title I assistance receive less of such assistance than do some pupils having similar and possibly lesser needs in other locales.

In addition to information on the allocation of title I funds, the detailed data which follow indicate, among other things, that (1) almost 70 percent of all school-age poor children live in only 1,372 school districts; (2) more than half of all title I program participants attend schools in which more than half of their schoolmates also are participants; and (3) more than 44 percent of the program participants were in schools where more than 75 percent of all enrolled pupils participated in the title I program and the average title I support for each participant was just over \$70.

#### B. Distribution of Low-Income Children Among Districts

When distribution of public school pupils reported from the sample was projected nationally to represent the 10,979 public school districts with enrollments of 300 or more pupils, and participating in title I, it was determined that most low-income children reside in relatively few school districts. Indeed, 80.6 percent of all reported low-income children reside in 31.8 percent of the districts. (Table II-1)

Table II-1. Distribution of districts, enrollment, resident, and low-income children in participating districts enrolling 300 or more public school pupils: School year 1968-69

Item	All districts enrolling 300 or more pupils		Districts enrolling 300 - 2,499 public school pupils		Districts enrolling 2,500 or more public school pupils	
	Number	Percent	Number	Percent	Number	Percent
Number of districts	10,979	100.0	7,486	68.2	3,493	31.8
Number of resident children (age 5-17)	48,176,377	100.0	8,259,662	17.1	39,916,750	82.9
Number of low-income children (age 5-17)	6,843,750	100.0	1,329,851	19.4	5,513,899	80.6
Public school enrollment (K-12)	41,300,473	100.0	7,634,264	18.5	33,666,209	81.5

Relatively few school districts contain large numbers of low-income families. Of the 10,979 participating districts enrolling 300 or more pupils, only 1,372 have as many as 1,000 resident children from low-income families. These 1,372 districts contain almost 70 percent of all reported low-income children. Most districts (8,317) have fewer than 500 children from low-income families and account for only 18 percent of all reported low-income children. (Table II-2)

Table II-2. Concentration of resident low-income children among the participating districts enrolling 300 or more pupils: School year 1968-69

Districts and children		Number of resident low-income children in district				
		Less than 500	500-999	1,000-3,999	4,000-5,999	6,000 and more
All districts enrolling 300 or more pupils	No. %	8,317 75.8	1,290 11.7	1,176 10.7	83 0.8	113 1.0
Total low-income children	No. %	1,234,087 18.1	876,175 12.8	2,199,650 32.1	405,018 5.9	2,128,820 31.1
Districts enrolling 2,500 or more pupils	No. %	1,449 13.2	741 6.7	1,107 10.1	83 0.8	113 1.0
Low-income children in district	No. %	333,349 4.9	517,322 7.6	2,129,390 31.1	405,018 5.9	2,128,820 31.1
Districts enrolling 300-2,499 pupils	No. %	6,868 62.6	549 5.0	69 0.6	—	—
Low-income children in district	No. %	900,738 13.2	358,853 5.2	70,260 1.0	—	—



Data on the distribution of low-income children among low-, moderate-, and high-expenditure districts were available for only 10,544 of the 10,979 districts from which the sample districts were selected.

The data show that 90 percent of all low-income children resided in moderate- and low-expenditure districts. Although the data do not demonstrate that low-income families "caused" low and moderate district expenditures, that is one possible assumption which might be made on the basis of the ambiguous relationships of the data. It is clear, however, that most low-income children receive their education in districts which spent at or below the national average expenditure of approximately \$525 per pupil from non-Federal sources of revenue during the 1968-69 school year. (Table II-3)

Table II-3. Number of low-income children in 10,544 participating districts enrolling 300 or more pupils, by per pupil expenditure in the districts: School year 1968-69

Districts and children		Per pupil expenditure in district			
		Total	Under \$425	\$425-\$624	\$625 and over
School districts	No.	10,544	3,372	5,028	2,144
	%	100.0	32.0	47.7	20.3
Low-income children (age 5-17)	No.	4,917,000	2,258,000	2,170,000	489,000
	%	100.0	45.9	44.1	10.0

### C. Distribution of Title I Funds and District Factors

The 1968-69 survey data demonstrated that districts with large populations of low-income children receive a similarly large portion of title I funds. For example, 31.1 percent of all low-income children reported for 1968-69 resided in 113 districts with 6,000 or more low-income children; those same districts received 30.4 percent of the title I allocation. (Table II-4)

Table II-4. Number of low-income children and title I allocation for participating districts enrolling 300 or more pupils, by number of low-income children in the districts:  
School year 1968-69

Districts, children, and allocation		Number of low-income children in district				
		Less than 500	500-999	1,000-3,999	4,000-5,999	6,000 and over
Number of districts		8,317	1,290	1,176	83	113
Low-income chil- dren (age 5-17)	No. %	1,234,087 18.1	876,175 12.8	2,199,650 32.1	405,018 5.9	2,128,820 31.1
Title I allocation	No. %	\$224,476,578 20.9	\$131,617,474 12.3	\$339,705,413 31.6	\$51,043,152 4.8	\$326,828,323 30.4

The relationship between title I allocations and number of low-income children in the school district is a consequence of the legislatively prescribed allocation formula and is of only limited value in assessing district fiscal ability. When the districts are grouped by per pupil expenditure from non-Federal sources there is some indication that high-expenditure districts may be receiving a disproportionate share of title I funds. Moderate- and low-expenditure districts, with 90 percent of the low-income children, received less than 84 percent of the title I allocation in 1968-69. On the other hand, high-expenditure districts, with 10 percent of the low-income children, received more than 16 percent of the title I allocation.

(Table II-5)

Table II-5. Low-income children and title I allocation in 10,979 participating districts enrolling 300 or more pupils, by per pupil expenditure in the districts: School year 1968-69 <sup>1/</sup>

Districts, children, and allocation		Per pupil expenditure in district		
		Low (under \$425)	Moderate (\$425-\$624)	High (\$625 or more)
Number of districts	No.	3,546	5,237	2,196
	%	32.0	47.7	20.3
Low-income children (age 5-17)	No.	3,141,281	3,018,094	684,375
	%	45.9	44.1	10.0
Title I allocation	No.	\$469,237,900	\$428,434,605	\$176,098,435
	%	43.7	39.9	16.4
Allocation per low-income child		\$149.38	\$141.95	\$257.31

<sup>1/</sup> Extrapolated from data in table II-3.

#### D. Program Participation Among Pupils in Target Schools

About two-thirds of the districts concentrated their special programs on 25 percent or less of the pupils enrolled in the title I supported schools. Some 12 percent of the districts permitted more than 75 percent of the pupils in the title I target schools to participate in special compensatory programs. (Table II-6)

Table II-6. Percent of participating districts enrolling 300 or more pupils, low-income children, and title I program participants, by proportion of program participants in title I school enrollment: School year 1968-69

Districts, children, and participants	Percent of program participants in title I school enrollment			
	Less than 26	26 - 50	51 - 75	Over 75
Percent of 10,979 school districts	64.3	20.5	2.8	12.4
Percent of 6,843,750 low-income children (age 5-17)	40.9	26.3	10.1	22.7
Percent of 7,946,000 program participants	21.3	24.9	9.6	44.2

When the districts were classified by per pupil expenditure, it became clear that low-expenditure districts tended to permit substantially greater proportions of the pupils enrolled in their title I supported schools to participate in special compensatory programs. Twenty percent of the low-expenditure districts permitted three-fourths or more of the pupils enrolled in their title I assisted schools to participate in special compensatory programs; only 4 percent of the moderate- and high-expenditure districts did so. By contrast, less than 39 percent

of the low-expenditure districts and nearly 80 percent of the moderate- and high-expenditure districts concentrated their compensatory programs on 25 percent or less of the pupils enrolled in their title I assisted schools. (Table II-7)

Table II-7. Percent of participating districts enrolling 300 or more pupils, by per pupil expenditure and proportion of title I program participants in title I school enrollment: School year 1968-69

Per pupil expenditure	Percent of pupils participating in title I programs.				
	Total	Less than 26%	26 - 50	51 - 75	Over 75
All districts	100.0	64.3	20.5	2.8	12.4
Less than \$425	100.0	38.6	24.2	7.7	29.5
\$425 to \$625	100.0	75.3	19.6	0.6	4.5
\$625 or more	100.0	78.9	17.0	0.01	4.1

It was established earlier that low-expenditure districts receive proportionately less of the title I funds than high-expenditure districts. Low-expenditure districts also tend to offer their title I supported programs and services to a greater percent of enrolled pupils than do other classes of districts. The expenditure per participant in low-expenditure districts should, therefore, be materially less than in other classes of districts. Selected data from preceding tables were combined to show the distribution of expenditures by participant in title I supported compensatory education programs for each class of district among the 10,979 represented in the 1968-69 survey.

Districts in which 75 percent or more of the pupils enrolled in their title I target schools participate in compensatory programs spent an average of \$70.37 in title I funds per participant, or less than half the average per participant expenditure by all other classes of districts. Among low-expenditure districts with high participation, however, the per participant expenditure from title I funds averaged only \$66.40, compared with an average of \$225.38 in title I funds with which pupils in low-expenditure, low-participation districts are supported. This indicates the extent to which local districts can develop a "critical mass" of funding when they concentrate available title I moneys on relatively few pupils.

The mean expenditure per participant for all districts in the national sample was calculated to be \$141.53. However, for the majority of participants (4,559,000 or 57.4 percent) the per participant expenditure was less than \$108. (Table II-8)

Table II-8. Number of participants and per participant expenditure from title I allocation in participating districts enrolling 300 or more pupils, by per pupil expenditure and by proportion of program participants in title I school enrollment: School year 1968-69

Per pupil expenditure category and participant items	Percent of pupils participating in title I programs				
	Total	Less than 26	26 - 50	51 - 75	Over 75
Total					
Number of participants	7,946,000	1,694,000	1,975,000	766,000	3,510,000
Expenditure per participant	\$141.53	\$243.21	\$158.48	\$199.73	\$70.37
Less than \$425					
Number of participants	4,599,000	457,000	865,000	406,000	2,831,000
Expenditure per participant	\$107.91	\$225.38	\$158.38	\$157.63	\$66.40
\$425 to \$625					
Number of participants	2,573,000	982,000	959,000	76,000	557,000
Expenditure per participant	\$174.50	\$241.34	\$159.54	\$171.05	\$82.58
\$625 and over					
Number of participants	814,000	225,000	151,000	284,000	122,000
Expenditure per participant	\$226.04	\$282.35	\$152.31	\$267.60	\$106.55



### III. CHARACTERISTICS OF TITLE I ELEMENTARY SCHOOLS

Public school districts which are eligible to receive title I funds use a variety of factors in deciding which schools within the district should operate title I programs. These target schools may be selected on the basis of a relatively high incidence of low-income families, but other standards are sometimes used as well.

As stated earlier, any pupil within a title I target school may take part in title I assisted programs if, in the judgment of school officials, he has a special need for the service offered. The U.S. Commissioner of Education has urged districts and schools to concentrate title I programs and services on what he termed the "neediest" pupils, but there are no data to indicate that there is any widespread agreement on what "neediest" means.

The 10,979 districts enrolling 300 or more pupils and participating in title I programs during 1967-68 reportedly administered 58,261 public elementary schools, 37,569 or almost 65 percent of which enrolled pupils who participated in title I special programs. These same districts also reportedly operated 21,086 secondary schools, of which 14,620, or almost 70 percent, enrolled students who participated in title I assisted programs. Approximately 25.3 million, or 61 percent of all public school pupils, were enrolled in the elementary and secondary schools where pupils included participants in programs supported in whole or in part with title I funds.

A sample of 3,822 public elementary schools operating title I programs was surveyed during 1968 in a nationally representative sample

of 465 school districts. <sup>1/</sup> District officials provided data on district finances and pupil enrollment; school principals provided general information about their schools and programs; and teachers answered uniform questions about themselves and a sample of all pupils in grades 2, 4, and 6, whether or not the pupils participated in the title I programs operated by their schools.

Detailed data were obtained on approximately 150,000 pupils in the three even-numbered elementary grades. This information was projected nationally to represent approximately 6.6 million public elementary school pupils enrolled in those three grades of the 37,569 public elementary schools which operated title I assisted programs in 1967-68. The number of pupils reported in the tables from this survey may vary from table to table, depending upon the response rate from survey participants to particular items of cross tabulations.

The data also were used to establish some general school, classroom, and pupil characteristics relating to the location of the schools; the socioeconomic composition of their student bodies; certain of their classroom practices in the grouping of children; the nature of school personnel and facilities; and certain racial, ethnic, economic, and educational information about the pupils enrolled in the schools.

Specifically, the data collected were used to classify schools in terms of their location and the socioeconomic status of their pupils. These classifications of schools are used to examine various aspects of

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<sup>1/</sup> The 1968 Survey on Compensatory Education was similar in scope to the January 1969 school district survey discussed in chapter II. A detailed discussion of the sample, methodology, and analyses of the 1968 survey is included as an appendix.

school practice with respect to specific types of pupils, particularly ability grouping and racial and ethnic composition of classrooms.

Statistical data presented in this chapter are confined to those related directly to the classification and description of schools according to location, size and racial composition of classes, degree of concentration of low-income pupils, and ability grouping. Other statistical data, used as a basis for some of the statements in this chapter, are presented in Chapter IV, Characteristics and Needs of Disadvantaged Children, and in Chapter V, School Programs Provided with Title I Funds.

#### A. Location and Age of Schools Attended by Survey Population

Most pupils in the survey were found in small-city and rural area schools. About 9 percent were in schools located in cities of 500,000 population or more. About 14 percent were in schools within cities of 40,000 to 500,000 population, and a similar percentage in suburban schools. <sup>2/</sup> (Table III-1)

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<sup>2/</sup> These are admittedly rough categories of school location, and the figures are dependent upon school principals' interpretations of their meaning. However, if "rural areas" is interpreted as "areas outside metropolitan areas," the distribution reported by the principals is similar to the general distribution reported for the population of the United States in 1967-68. Approximately 65 percent of the total U.S. population resided in metropolitan areas in that year; about 35 percent resided in small towns and rural areas. (Bureau of the Census, op.cit., series P-23, no. 27, Feb. 7, 1969, p. 66.)

Table III-1. Location of survey population, grades 2, 4, and 6, in public elementary schools with title I programs: School year 1967-68

School location	Number of pupils	Percent
Total	6,591,420	100.0
Large cities (500,000 and over)	581,056	8.8
Middle-size cities (40,000 to 500,000)	911,196	13.8
Small cities (under 40,000)	2,007,433	30.5
Suburbs	1,026,912	15.6
Rural areas	2,064,823	31.3

Approximately 25 percent of the elementary pupils in the 1968 survey were housed in school buildings more than 40 years old, about half in 10-to-40-year-old buildings, and about one-fourth in schools built less than 10 years ago.

School Personnel.--The large majority of teachers in the sample of title I assisted elementary schools were fully certified by their State agencies to teach at their respective levels. Only 7 percent of the teachers in the sample were not so certified. More than 90 percent of the teachers held at least a bachelor's degree, and about 3 percent held a master's degree. About two-thirds of the teachers lived outside the immediate neighborhood in which their school was located. Almost three-fourths had participated in some kind of inservice training program during the 1967-68 school year, although most of these were not engaged in special training to work with disadvantaged pupils. Of the elementary school teachers surveyed in 1967-68, approximately 17 percent were Negro, 1 percent Spanish-surname or other minority, and 79 percent white.

### B. Size and Racial Composition of Classes

More than two-thirds of the elementary pupils in the 1967-68 survey attended classrooms having 26 or more pupils; one-third attended classrooms that enrolled more than 30 pupils. In large-city schools, nearly one-half of the elementary pupils attending title I target schools were in classrooms of more than 30 pupils; in rural schools, approximately one-third of the pupils were in such large classes (see table III-2).

Table III-2. Number of pupils, grades 2, 4, and 6, in title I assisted elementary schools by school location and class size, with percent distribution by size of class: School year 1967-68

Class size		School location					
		Total	Large city	Middle-size city	Small city	Suburbs	Rural
	No.	6,067,723	525,548	835,110	1,860,604	952,925	1,893,536
	%	100.0	100.0	100.0	100.0	100.0	100.0
1-15	No.	533,937	29,938	70,843	183,254	84,346	165,556
	%	8.8	5.7	8.5	9.9	8.9	8.7
16-20	No.	290,500	22,728	43,428	121,408	27,982	75,027
	%	4.8	4.3	5.2	6.5	2.9	4.0
21-25	No.	1,063,663	59,002	166,472	332,831	181,874	323,484
	%	17.5	11.2	19.9	17.9	19.1	17.1
26-30	No.	2,278,777	161,985	322,394	728,227	396,924	669,247
	%	37.6	30.8	38.6	39.1	41.6	35.3
Over 30	No.	1,900,773	251,895	231,973	494,884	261,799	660,222
	%	31.3	48.0	27.8	26.6	27.5	34.9

Among pupils enrolled in grades 2, 4, and 6 in the sampled title I target schools in 1967-68, teachers reported about 22 percent to be Negro, about 70 percent white, and 6 percent of Spanish-surname or other derivation. However, these pupils were not distributed in classrooms or in the same proportions, as table III-3 indicates.

About 83 percent of all pupils attended classrooms in which 90 percent or more of enrolled pupils were of one race, either white or black. About 17 percent attended classrooms where the racial composition corresponded roughly to that of the total population of elementary pupils in the 1968 sample.

Table III-3. Number of pupils, grades 2, 4, and 6, in title I assisted elementary schools by race or ethnic group and class size, with percent distribution by size of class: School year 1967-68

Class size		Race or ethnic group			
		Total	Negro	Spanish sur&other	White
	No. %	5,940,522 100.0	1,286,545 100.0	369,581 100.0	4,284,396 100.0
1-15	No. %	517,834 8.7	82,962 6.4	26,403 7.2	408,469 9.5
16-20	No. %	286,084 4.8	74,475 5.8	30,076 8.1	181,533 4.2
21-25	No. %	1,050,472 17.7	194,697 15.1	77,922 21.1	777,853 18.2
26-30	No. %	2,241,249 37.7	419,056 32.6	140,108 37.9	1,682,065 39.3
Over 30	No. %	1,844,883 31.1	515,355 40.1	95,072 25.7	1,234,456 28.8

Less than 1 percent of the white elementary pupils were in classrooms in which 90 percent or more of enrolled pupils were black. Seven percent of the Negro pupils attended classroom in which 90 percent or more of enrolled pupils were white. (Table III-4)

Table III-4. Number and percent of pupils, grades 2, 4, and 6, in classrooms composed principally of one race, by pupil race or ethnic group: School year 1967-68

Racial composition of classroom		Race or ethnic group			
		Total	Negro	Spanish sur&other	White
Less than 10% Negro	No. %	4,308,771 66.9	105,137 7.2	257,904 63.4	3,945,730 86.0
More than 90% Negro	No. %	1,031,509 16.0	1,017,385 70.1	6,617 1.6	7,507 .2

Although, as noted above, 83 percent of all pupils in the survey attended classrooms which were either 90 percent Negro or 90 percent white, this was true for only 74 percent of the pupils in large and middle-size cities. In suburban schools, the proportion was 86 percent and in rural schools it was 89 percent. (Table III-5)

#### C. Concentration of Economically Disadvantaged Pupils in Title I Assisted Schools

School principals were asked to estimate the percent of enrolled pupils from families where the head of household was unemployed or was a recipient of public welfare payments. Schools were classified into three groups based on the concentration of such children:

- (1) Low concentration (fewer than 26 percent of all enrolled pupils from families where the head of household was either unemployed or on welfare rolls)
- (2) Moderate concentration (26 to 50 percent of such pupils)
- (3) High concentration (51 percent or more such pupils).

Table III-5. Number and percent of pupils, grades 2, 4, and 6, in classrooms composed principally of one race, by school location: School year 1967-68

Racial composition of classroom		School location					
		Total	Large city	Middle-size city	Small city	Suburbs	Rural
Less than 10% Negro	No. %	5,456,533 82.8	428,603 73.8	675,231 74.1	1,634,029 81.4	882,148 85.9	1,836,521 88.9
	No. %	4,339,237 65.8	108,386 18.6	437,314 48.0	1,463,522 72.9	830,107 80.8	1,499,907 72.6
More than 90% Negro	No. %	1,117,296 17.0	320,217 55.1	237,917 26.1	170,507 8.5	52,041 5.1	336,614 16.3



In 1967-68, 4,753,395 or 75 percent of the 6,345,978 pupils in grades 2, 4, and 6 of title I assisted elementary schools were reported to be enrolled in schools having low concentrations of economically disadvantaged pupils, and 572,332 or 9 percent were in schools where at least half the pupils were economically disadvantaged.

Schools with high concentration of economically disadvantaged pupils enrolled 9 percent of all the pupils covered by the 1968 survey. But most of the pupils in this category came from urban and rural areas.

(Table III-6)

In 1968, 38.6 percent of the 561,184 pupils in grades 2, 4, and 6 of large-city public schools aided by title I attended schools in which at least half the pupils were economically disadvantaged. Only 4.8 percent of the 1,989,840 pupils in rural areas were enrolled in schools with such high concentrations of poor children. Most elementary pupils in the schools surveyed in small cities (83.5 percent) and suburbs (90.8 percent) were enrolled in schools with fewer than 1 in 4 economically disadvantaged pupils, as were the majority (56.4 percent) of pupils in middle-size cities. (Table III-7)

In schools with high and moderate concentration of low-income pupils, 75 percent of the pupils attended classrooms comprised of 90 percent or more of pupils of one racial derivation, and the figure was 85 percent in low-concentration schools (see table III-8).

Table III-6. Number and percent of survey population in schools with concentration of economically disadvantaged pupils, by school location: School year 1967-68

School location	Low concentration (under 26%)		Moderate concentration (26-50%)		High concentration (over 50%)	
	Number	Percent	Number	Percent	Number	Percent
Large cities (500,000 and over)	172,084	3.6	172,220	16.9	216,880	38.0
Middle-size cities (40,000 - 500,000)	506,293	10.7	224,157	22.0	166,993	29.2
Small cities (under 40,000)	1,644,614	34.6	253,912	25.0	71,883	12.5
Suburbs	834,550	17.6	65,623	6.4	19,351	3.4
Rural areas	1,591,719	33.5	301,830	29.7	96,290	16.9
Total	4,749,260	100.0	1,017,742	100.0	571,397	100.0

Table III-7. Location of survey population by concentration of economically disadvantaged classmates:  
School year 1967-68

Concentration of economically disadvantaged classmates	Large cities (500,000 and over)		Middle-size cities (40,000-500,000)		Small cities (under 40,000)		Suburbs		Rural	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Low concentration (under 26%)	172,084	30.7	506,293	56.4	1,644,614	83.5	834,550	90.8	1,591,719	80.0
Moderate concentration (26-50%)	172,220	30.7	224,157	25.0	253,912	12.9	65,623	7.1	301,830	15.2
High concentration (over 50%)	216,880	38.6	166,993	18.6	71,883	3.6	19,351	2.1	96,290	4.8
Total	561,184	100.0	897,443	100.0	1,970,409	100.0	919,535	100.0	1,989,840	100.0

Table III-8. Number and percent of pupils, grades 2, 4, and 6, in classrooms composed principally of one race, by school concentration of economically disadvantaged pupils: School year 1967-68

Racial composition of classroom		School concentration			
		Total	Low (under 26%)	Moderate (26-50%)	High (over 50%)
Total	No. %	5,239,596 82.6	4,048,703 85.2	761,628 74.6	430,263 75.2
Less than 10% Negro	No. %	4,157,269 65.5	3,688,220 77.6	381,243 37.4	87,805 15.3
More than 90% Negro	No. %	1,082,327 17.1	359,483 7.6	380,385 37.3	342,458 59.8

The pupils surveyed were grouped according to five types of disadvantage and one classification (called "Other") that includes those who cannot be described as "disadvantaged." These six categories, described more fully in chapter IV of this report, may be outlined as follows:

- I - Pupils from families with less than \$3,000 family income and whose teachers estimate that they lack the ability to complete high school
- II - Pupils from families with \$3,000 to \$6,000 family income and whose teachers estimate that they lack the ability to complete high school
- III - Pupils from families with \$6,000 or more family income and whose teachers estimate that they lack the ability to complete high school
- IV - Pupils from families with less than \$3,000 family income and whose teachers estimate that they have the ability to complete high school
- V - Pupils from families with \$3,000 to \$6,000 family income and whose teachers estimate that they have the ability to complete high school
- Other - Pupils from families with \$6,000 or more family income and whose teachers estimate that they have the ability to complete high school.

No apparent differences were found among the five types of disadvantage with respect to their attendance in classrooms comprised principally of one race. About 83 percent of all pupils in grades 2, 4, and 6 in sample schools attended such classrooms. About 82 percent of the pupils in type I attended such classrooms, about 76 percent of those classified as type II, 82 percent of type IV, 81 percent of type V, and 86 percent of the remaining pupils. However, nearly one-half of the pupils in types I and IV attend classes in which more than 90 percent of the enrolled pupils are Negro, while only 4 to 7 percent of those in type III and Other are enrolled in such classes.

(Table III-9)

Table III-9. Number and percent of pupils, grades 2, 4, and 6, in classrooms composed principally of one race, by classification of disadvantage: School year 1967-68

Racial composition of classroom		Classification of disadvantage						
		Total	I	II	III	IV	V	Other
Total	No. %	5,323,402 82.9	361,359 81.8	417,443 75.7	187,924 82.7	553,711 81.5	1,418,615 81.1	2,384,350 85.9
Less than 10% Negro	No. %	4,246,424 66.1	168,069 38.0	312,844 56.7	171,623 75.5	223,038 32.8	1,095,524 62.6	2,275,325 82.0
More than 90% Negro	No. %	1,076,978 16.8	193,290 43.7	104,599 19.0	16,301 7.2	330,673 48.7	323,091 18.5	109,025 3.9

#### D. Ability Grouping

About 58 percent of the pupils in the sampled title I elementary schools were enrolled in classes in which some or all of the pupils were grouped by some measure of ability. About one-third of the pupils were in classes in which some or all pupils were grouped by ability for one or more subjects (e.g., reading, arithmetic, or language). About one-fourth of the pupils were in classes in which pupils were grouped by ability without respect to subject taught.

Grouping practices varied slightly in the elementary schools among different types of disadvantaged pupils. Although 32 percent of all pupils were in classrooms in which some or all pupils were grouped by ability for different subjects, about 25 percent of low-income pupils were enrolled in such classrooms, and about 36 percent of high-income pupils. Slightly more low-income pupils than expected, however, were in classrooms in which pupils were grouped by ability without regard to the subject taught. (Table III-10)

The elementary schools sampled in the 1968 survey varied somewhat in their ability grouping practices according to their concentration of economically disadvantaged pupils. Among the high-concentration schools (those in which more than 50 percent of enrolled pupils came from families whose head of household was unemployed or a welfare recipient), one-fourth of the pupils were in classrooms where pupils were grouped by ability for one or more subjects taught, and about one-third were in classrooms where pupils were grouped by ability without regard to subject. Conversely, in low-concentration schools (those in which not more than 25 percent of enrolled pupils came from families whose head of household

Table III-10. Number and percent of pupils, grades 2, 4, and 6, in ability-grouped classrooms, by classification of disadvantage: School year 1967-68

Method of ability grouping		Classification of disadvantage						
		Total	I	II	III	IV	V	Other
By subject	No.	2,045,136	112,261	173,893	80,274	168,283	510,581	999,844
	%	31.8	25.4	31.5	35.3	24.8	29.2	36.0
By class	No.	1,712,856	133,344	152,059	57,018	199,482	455,609	715,344
	%	26.7	30.2	27.7	25.1	29.4	26.0	25.8



was unemployed or a welfare recipient), about one-third were in classrooms in which pupils were grouped by ability for one or more subjects, and about 25 percent were in classrooms in which pupils were grouped by ability without regard to subjects taught. (Table III-11)

Table III-11. Number and percent of pupils, grades 2, 4, and 6, in ability-grouped classrooms, by school concentration of economically disadvantaged pupils: School year 1967-68

Method of ability grouping		School concentration			
		Total	Low (under 26%)	Moderate (26-50%)	High (over 50%)
By subject	No.	2,009,001	1,591,237	274,216	143,549
	%	31.7	33.5	26.9	25.1
By class	No.	1,693,060	168,819	524,392	199,849
	%	26.7	24.6	31.8	34.9

Fewer Negro pupils than expected in the sampled schools were enrolled in classrooms that grouped pupils by ability for one or more subjects, and slightly more than expected were enrolled in classrooms in which pupils were grouped by ability without regard to subject taught. The converse was observed with respect to white pupils. (Table III-12) This pattern corresponds to those reported earlier for low-income pupils and for high-concentration schools.

Table III-12. Number and percent of pupils, grades 2, 4, and 6, in ability-grouped classrooms, by pupil race or ethnic group: School year 1967-68

Method of ability grouping		Race or ethnic group			
		Total	Negro	Spanish and other	White
By subject	No.	2,058,158	391,599	125,828	1,540,731
	%	32.0	27.0	31.0	33.6
By class	No.	1,715,645	495,043	156,675	1,063,927
	%	26.6	34.1	38.5	23.2

#### IV. CHARACTERISTICS AND NEEDS OF DISADVANTAGED CHILDREN

In adopting title I, Congress did not simply direct Federal assistance to school districts based on the number of poor children living there and the level of State and local educational assistance already provided. The Congress said that funds provided to school districts were to be further distributed to schools within a district which had high concentrations of poor children, and that those schools were then to use the funds to develop and operate programs for pupils whom they regarded as "educationally deprived."

Congress did not define this "educationally deprived" class of youngsters, and the phrase has come to mean different things to different people. Some consider this term and the similar term "educationally disadvantaged" to refer only to children of poor families, apparently basing their view on the fact that title I relies on an estimated count of such children in the allocation of funds to school districts. Others understand the two phrases to refer to children who, whether poor or not, fail to do well in school, and support their understanding by citing the legislative history of title I. <sup>1/</sup>

In the absence of any nationally accepted definition of educational disadvantage, this report relies upon operational definitions:

- (1) Economic disadvantage, as determined by family income.

Children with family incomes of less than \$3,000 annually

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<sup>1/</sup> Supplemental Report of the House Committee on Education and Labor, op. cit.

will sometimes be referred to as "severely disadvantaged"; those in the \$3,000-\$6,000 income category as "mildly disadvantaged." <sup>2/</sup>

- (2) Educational disadvantage, as determined by teacher estimates of the likelihood of pupils' completing high school. <sup>3/</sup>
- (3) Multiple disadvantage, suffered by pupils who are both economically and educationally disadvantaged.

These definitions are applied to the data available about the enrollment and special programs of title I target schools in order to:

- (1) Appraise the number and characteristics of children who may need special services and programs to compensate for some disadvantage, whether or not they participate in title I programs
- (2) Appraise the number and characteristics of children who are served by title I assisted programs
- (3) Estimate the number of school-age children in each category of disadvantage.

#### A. Summary

In the 1968 survey of elementary school programs assisted by title I funding, teachers furnished estimates of (a) family income and

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<sup>2/</sup> The title I legislation permits a definition of low-income families as those with less than \$3,000 income annually. This report adds a further category, \$3,000-\$6,000, because it includes a number of youngsters, particularly members of large families, who do suffer from a considerable degree of economic disadvantage.

<sup>3/</sup> "Likelihood" as used here may refer to either "pupil ability" or "pupil attitude" or both.

(b) pupils' ability to complete high school. These categories were used as preliminary and tentative measures of economic and educational disadvantage, respectively. Projected nationally, these estimates show that as many as 16.8 million school-age children and youth (ages 5-17) may be regarded as "disadvantaged." About 54 percent of these children may be regarded as economically disadvantaged, but not necessarily as educationally disadvantaged. Some 15 percent may be regarded as disadvantaged educationally, but not necessarily economically.

Detailed information is not available on all the disadvantaged children referred to above. There are data, however, on representative pupils enrolled in title I assisted elementary schools. In 1967-68, they constituted 37 percent of the total enrollment in the Nation's elementary schools. Detailed examination of data offered later in this chapter warrants the following observations:

- (1) About 57 percent of the pupils enrolled in title I assisted elementary schools are disadvantaged, as defined by teachers' reports of family income and pupil ability. Of these, 67 percent suffer severe or mild economic disadvantage, but not necessarily educational disadvantage. Another 6 percent are disadvantaged educationally, but not necessarily economically; and 27 percent are multiply disadvantaged.
- (2) The majority of disadvantaged elementary school pupils attend city and rural schools. About 23 percent of the disadvantaged in title I assisted schools are in cities of 40,000 or more population, and 31 percent are in rural areas. Of the multiply

disadvantaged pupils, and those suffering severe economic and educational disadvantage, 27 percent are enrolled in cities of 40,000 or more population and 41 percent in rural areas.

- (3) Most disadvantaged pupils attend schools in which low-income pupils make up less than 26 percent of the total school enrollment. However, 48 percent of the poorest students, and 49 percent of the multiply disadvantaged, attend such schools. Among this latter group, 1 out of every 5 is enrolled in a school in which at least 50 percent of enrolled pupils come from families whose head of household is either unemployed or a welfare recipient.
- (4) Among minority group members, the proportion of disadvantaged pupils is greater than in the general title I school population. Negro youngsters, for example, comprise 22 percent of pupils enrolled in title I supported elementary schools. They account, however, for 34 percent of all disadvantaged pupils in those schools, and 52 percent of the multiply disadvantaged.

The needs of the economically and the educationally disadvantaged are obviously not the same. They require different kinds of compensation: (a) "Life support" services to compensate for economic disadvantage, and (b) special programs in basic skills to compensate for educational disadvantage. Life support services include food, clothing, health services, and medical and dental care. Basic skills compensation includes remedial reading, assistance and training in arithmetic, and use of language.

Thus, economically disadvantaged pupils require life support services but, unless they are also educationally disadvantaged, do not require remedial academic programs. Educationally disadvantaged pupils need special basic skills programs, but do not necessarily require special life support services. Multiply disadvantaged pupils require both life support services and basic skills assistance.

#### B. Socioeconomic Composition of Survey Population

##### Family Background

Teachers in grades 2, 4, and 6 of the sample schools were asked to report on family economic and educational status factors for selected pupils in their classrooms. <sup>4/</sup> Their estimates are shown in table IV-1.

Family Income.--In the sample elementary grades, teachers reported that 17 percent of their pupils came from families whose annual income was less than \$3,000 in 1967-68 and an additional 35 percent of the pupils came from families with annual incomes of \$3,000 to \$6,000. The remaining 48 percent of the pupils came from families whose annual incomes were \$6,000 or more.

For the same year, the Bureau of the Census reported that 9.2 percent of all children under age 18 were in families with annual incomes under \$3,000, and 20.2 percent of the children in families with incomes

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<sup>4/</sup> Although individual teachers may not have access to the most valid and reliable information about family characteristics, they were the only feasible source of such information for this survey. Validity and reliability are discussed in the appendix.

Table IV-1. Number and percent <sup>1/</sup> of survey population with selected characteristics, by school location: School year 1967-68

Characteristics		School location					
		Total	Large cities	Middle-size cities	Small cities	Suburbs	Rural areas
Family background	No.	6,591,420	581,056	911,196	2,007,433	1,026,912	2,064,823
	No.	1,125,147	143,072	172,501	286,460	42,679	480,436
	%	17.1	24.6	18.9	14.3	4.2	23.3
	No.	2,306,678	291,146	385,098	689,339	209,972	731,123
	%	35.0	50.1	42.3	34.3	20.4	35.4
	No.	771,262	149,741	170,274	198,834	64,481	187,932
	%	11.7	25.8	18.7	9.9	6.3	9.1
	No.	112,306	15,536	21,458	31,958	10,772	32,581
	%	1.7	2.7	2.4	1.6	1.1	1.6
Father unemployed	No.	230,086	35,971	35,759	61,793	14,708	81,854
	%	3.5	6.2	3.9	3.1	1.4	4.0
Father employed full time	No.	4,957,660	339,582	638,928	1,569,977	904,465	1,504,707
	%	75.2	58.4	70.1	78.2	88.1	72.9
Low-status occupation of head of household	No.	4,006,831	487,992	663,358	1,169,132	421,563	1,264,787
	%	60.8	84.0	72.8	58.2	41.1	61.3
More than six members in family	No.	1,902,329	194,804	292,111	541,429	201,644	663,341
	%	28.9	33.5	32.1	27.0	20.5	32.1

Table IV-1. Number and percent <sup>1/</sup> of survey population with selected characteristics, by school location: School year 1967-68—Continued

Characteristics	School location					
	Total	Large cities	Middle-size cities	Small cities	Suburbs	Rural areas
<u>Race or ethnic group</u>						
White	No. 4,578,103 % 69.5	86,901 15.0	488,426 53.6	1,585,640 79.0	878,852 85.5	1,538,283 74.5
Negro	No. 1,443,375 % 21.9	372,306 64.1	315,975 34.7	286,367 14.3	81,648 8.0	387,078 18.8
Spanish-h-surname & other	No. 404,290 % 6.1	93,592 16.1	79,939 8.4	93,412 4.7	49,340 4.8	91,007 4.4
<u>Educational background</u>						
Father has less than high school education	No. 3,296,555 % 50.0	400,521 68.9	526,253 57.8	918,802 45.8	283,604 27.6	1,167,375 56.5
Mother has less than high school education	No. 3,262,619 % 49.5	406,902 70.0	535,149 58.7	917,540 45.7	301,467 29.4	1,101,562 53.4
Pupil had no pre-lst-grade school experience	No. 2,318,159 % 35.2	105,992 18.2	233,498 25.6	692,351 34.5	232,385 22.6	1,053,932 51.0
Pupil attended kindergarten	No. 3,213,770 % 48.8	388,557 66.9	532,481 58.4	1,039,301 51.8	639,919 62.3	613,512 29.7
Pupil attended two or more schools in 1967-68	No. 854,567 % 13.0	136,322 23.5	156,232 17.2	233,701 11.6	141,079 13.7	187,233 9.1
Pupil missed 20 or more days of school in 1967-68	No. 519,125 % 7.9	107,845 18.5	86,865 9.5	117,180 5.8	61,881 6.0	145,353 7.0



le IV-i. Number and percent  $\frac{1}{2}$  of survey population with selected characteristics, by school location: School year 1967-68--Continued

Characteristics	School location					
	Total	Large cities	Middle-size cities	Small cities	Suburbs	Rural areas
<u>Educational prospects for the future</u>						
Teacher estimates that pupil will not complete high school, by reason of ability	No. 1,253,972 19.0	143,695 24.7	206,174 22.6	382,065 19.0	119,295 11.6	402,743 19.5
Teacher estimates that pupil <b>will not complete</b> high school, by reason of attitude	No. 1,708,573 25.9	204,496 35.2	283,667 31.1	505,878 25.2	169,941 16.6	554,591 26.4

NOTE: Large cities (500,000 and over)  
Middle-size cities (40,000 - 500,000)  
Small cities (under 40,000)

$\frac{1}{2}$  Percentages refer to totals and do not add to 100%.

of \$3,000 to \$6,000. <sup>5/</sup> This would indicate that economic deprivation is almost twice as common among pupils in title I target schools as among the general population.

Family Social Status.--For 11.7 percent of enrolled pupils, teachers reported that there was no father in the home. For 1.7 percent of the pupils, teachers indicated that there was no mother in the home. Fathers of 3.5 percent of the pupils were reported to be unemployed. Fathers were reportedly fully employed in the homes of 75.2 percent of the pupils. However, the heads of household for 60.8 percent of the pupils were employed in low-status occupations (as, for example, laborers and unskilled workers) or as housewives.

In nearly 29 percent of the cases, pupils were members of families that included more than six members. About 70 percent of the pupils were white; approximately 22 percent were Negro; and 6 percent had Spanish surnames or were members of other minority racial or ethnic groups.

Family Educational Status.--Teachers also reported that the fathers and the mothers of 50 percent of the pupils had less than a high school education. Thirty-five percent of the pupils had no school experience prior to the 1st grade; 49 percent had attended kindergarten.

Thirteen percent of the elementary pupils in the surveyed schools had attended two or more different schools during the 1967-68 academic year, and nearly 8 percent missed 20 or more days in attendance.

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<sup>5/</sup> Bureau of the Census, op. cit., series P-60, no. 59, Apr. 18, 1969, p. 40.

When teachers were asked whether their pupils were likely to complete high school, they indicated that 19 percent would not by reason of low ability, and 25.9 percent would not by reason of attitude.

#### Socioeconomic Composition and Location

Only 1 family out of 4 in the poverty areas of central cities, in 1967, had an income below the "poverty line," according to Bureau of the Census studies.<sup>6/</sup> It is reasonable to expect, therefore, that a school within a poverty area will enroll pupils from various family settings, some of them very poor indeed, and others at varied stages of poverty or affluence.

Table IV-1 shows that both large-city and rural schools reportedly had a higher proportion of low-income pupils (under \$3,000 family income) than did middle-size or small-city and suburban schools. The large-city schools also reported a substantially greater proportion of pupils from "near-poor" families (\$3,000 to \$6,000 annual family income).

The proportion of unemployed fathers of elementary pupils in the large-city schools is nearly twice that of pupils in other title I assisted schools. For about 1 of 4 pupils in large-city schools, the father is reported to be absent from the home. Where the head of the household is employed, a greater proportion of those with children in large-city schools hold low-status occupations. Moreover, two-thirds of the fathers and 70 percent of the mothers of pupils in large-city schools are reported to have less than a high school education. In

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<sup>6/</sup> Bureau of the Census, op. cit., series P-23, no. 27, Feb. 7, 1969, p. 66.

title I assisted schools in large cities, about two-thirds of the pupils are Negro, whereas three-fourths or more of the student body in suburban, rural, and small-city schools are white.

Preschool experience seems to be more common in urban schools. Less than half the pupils in rural schools and more than four-fifths of pupils in large-city schools had preschool experience prior to 1st grade. In large-city schools, two-thirds of the pupils had attended kindergarten, but only one-third of pupils in rural schools had done so. Urban schools also have a more mobile population. About 1 in 4 city pupils attended two or more different schools in 1967-68, but only 1 in 10 rural pupils did so.

School attendance in the large cities was significantly poorer than in other areas; more than 18 percent of pupils in the large cities were absent for 20 or more school days in 1967-68, while 10 percent or fewer of the pupils in other areas were absent so often.

There was less optimism among teachers in the schools of large and middle-size cities about the prospects that the present 2d-, 4th-, and 6th-graders would complete high school. Teachers in these locations reported that 23 to 25 percent of their pupils might lack the ability to complete high school, and about 31 to 35 percent might drop out due to attitude.

#### Socioeconomic Composition and Concentration of Economic Disadvantage

In schools having more than 50 percent of their enrollment from families whose household head is unemployed or on welfare, the percent having annual incomes under \$3,000 was almost twice as high as the

average in schools having less than 50 percent of their enrollment from such families. A greater percent of the enrolled pupils in such schools also came from families having more than six members and from families without a father in the home. In such "high-concentration" schools, nearly 85 percent of employed heads of households held a low-status occupation. Nearly 70 percent of enrolled pupils in these schools were Negro and 10 percent had a Spanish surname or were clearly members of other racial or ethnic minority groups. Three-fourths of the fathers and mothers of pupils enrolled in the schools with high concentration of disadvantaged pupils had completed less than a high school education.

The preschool experience of pupils in high-concentration schools, however, was not markedly different from that of pupils in the low- and moderate-concentration schools. Fewer pupils among those in moderate-concentration schools attended kindergarten than among pupils in either low- or high-concentration schools. Absentee rates were higher among pupils in high- and moderate-concentration schools, as was mobility (attendance at two or more schools) during 1967-68.

Teachers in moderate- and high-concentration schools were less optimistic than those in low-concentration schools with respect to the future educational prospects of their pupils. About 1 in 4 pupils in the high-concentration schools was considered unlikely to complete high school by reason of ability; more than 1 in 3 were expected to drop out due to attitude. These data are summarized in table IV-2.

Table IV-2. Number and percent  $\frac{1}{2}$  of survey population with selected characteristics, by concentration of disadvantaged pupils in school: School year 1957-68

Characteristics		Concentration of disadvantaged pupils			
		Total	Low (under 26%)	Moderate (26-50%)	High (over 50%)
Total		6,345,978	4,753,395	1,020,251	572,332
<u>Family background</u>					
Family income under \$3,000	No.	1,094,924	527,381	339,637	227,906
	%	17.2	11.1	33.3	39.8
Family income \$3,000 to \$6,000	No.	2,244,250	1,570,006	427,495	246,749
	%	35.4	33.0	41.9	43.1
No father in the home	No.	751,025	337,915	212,897	150,213
	%	11.8	8.2	20.9	26.2
No mother in the home	No.	107,748	67,094	24,416	16,237
	%	1.7	1.4	2.4	2.8
Father unemployed	No.	225,440	125,881	59,585	39,974
	%	3.6	2.6	5.8	7.0
Father employed full time	No.	4,757,405	3,845,814	613,440	298,152
	%	75.0	80.9	60.1	52.1
Low-status occupation head of household	No.	3,891,106	2,611,166	795,557	484,384
	%	61.3	54.9	78.0	84.6
More than six members in family	No.	1,847,671	1,229,567	379,699	238,405
	%	29.1	25.9	37.2	41.6
<u>Race or ethnic group</u>					
White	No.	4,389,178	3,897,302	398,126	93,750
	%	69.2	82.0	39.0	16.4
Negro	No.	1,403,511	556,609	456,511	390,391
	%	22.1	11.7	44.7	68.2
Spanish-surname and other	No.	398,015	216,466	124,573	56,976
	%	6.3	4.6	12.2	10.0

Table IV-2. Number and percent <sup>1/</sup> of survey population with selected characteristics, by concentration of disadvantaged pupils in school: School year 1967-68--Continued

Characteristics		Concentration of disadvantaged pupils			
		Total	Low (under 26%)	Moderate (26-50%)	High (over 50%)
<u>Educational background</u>					
Father has less than high school education	No. %	3,204,460 50.5	2,070,687 43.5	708,941 69.5	424,832 74.2
Mother has less than high school education	No. %	3,172,210 50.0	2,029,150 42.7	714,429 70.0	428,631 74.9
Pupil had no pre-1st grade school experience	No. %	2,255,049 35.5	1,626,569 34.2	444,780 43.6	183,700 32.1
Pupil attended kindergarten	No. %	3,076,077 48.5	2,424,411 51.0	384,788 37.7	266,878 46.6
Pupil attended two or more schools in 1967-68	No. %	828,931 13.1	586,301 12.3	145,937 14.3	96,797 16.9
Pupil missed 20 or more days of school in 1967-68	No. %	506,288 8.0	297,277 6.2	114,292 11.2	94,718 16.6
<u>Educational prospects for the future</u>					
Teacher estimates that pupil will not complete high school, by reason of ability	No. %	1,218,482 19.2	793,775 16.7	264,939 26.0	159,769 27.9
Teacher estimates that pupil will not complete high school, by reason of attitude	No. %	1,658,421 26.1	1,089,657 22.9	356,100 34.9	212,664 37.2

<sup>1/</sup> Percentages refer to totals and do not add to 100%.

### C. Classification of Disadvantaged Pupils

As table IV-2 indicates, 19 percent of the grade 2, 4, and 6 pupils in schools with title I programs are considered by their teachers to lack the ability to complete high school; thus, they may be classified as "educationally disadvantaged." More than 52 percent of the pupils in the survey population suffered some degree of economic disadvantage; that is, their total family income was estimated to be less than \$6,000 annually. It is clear that a number of pupils are handicapped both economically and educationally according to these criteria. Although parents' educational level, minority group membership, low status of parents' occupation, and other characteristics may add to, or be further signs of, educational or economic disadvantage, only family income and ability to finish high school were considered in classifying pupils as disadvantaged.

Using the two criteria, it was possible to (a) develop categories of disadvantaged pupils and (b) establish some possible alternative priorities for serving them with title I funds.

Two categories were established, based upon teachers' estimates of annual family income:

- (1) Severe economic disadvantage: Under \$3,000 annual family income. (This measure will be refined in subsequent reports to adjust for number of family members.)
- (2) Moderate or mild economic disadvantage: \$3,000 to \$6,000 annual family income.

A third group would be called "Other": \$6,000 or more annual family income.



Using the teachers' estimates of pupils' educational prospects, pupils could be separated as follows:

- (1) Severe educational disadvantage: Teacher estimates that pupil will not complete high school, by reason of ability.
- (2) Other: Teacher estimates that pupil has ability to complete high school.

Using these definitions, five classifications of disadvantaged pupils were created, as shown in table IV-3, with an additional classification of "Other."

Table IV-3. Number and percent of disadvantaged and other pupils in survey population, by economic and educational classification: School year 1967-68

Classification	Number	Percent
Total	6,424,652	100.0
I. Severe multiple disadvantage: Under \$3,000 family income and less than high school ability	441,927	6.9
II. Moderate multiple disadvantage: Family income \$3,000 to \$6,000 and less than high school ability	551,720	8.6
III. Educational disadvantage: Less than high school ability and family income \$6,000 or more	227,213	3.5
IV. Severe economic disadvantage: Under \$3,000 family income and high school ability or more	679,285	10.6
V. Moderate economic disadvantage: Family income \$3,000 to \$6,000 and high school ability or more	1,749,702	27.2
Other: Family income \$6,000 or more and high school ability or more	2,774,804	43.2

The survey indicated a total of 6,424,652 pupils in grades 2, 4, and 6 of title I assisted schools during 1967-68. Applying the foregoing criteria, therefore, 3,649,348 of those youngsters or 56 percent of them (types I through V) would seem to be "targets" for title I. Of those, 1,749,702 are moderately (V) and 679,285 are severely (IV) economically disadvantaged. Another 227,213 pupils (III) seemed to be educationally disadvantaged. The targets of highest priority presumably would be the 993,647 pupils (15.5 percent of the total) who were multiply disadvantaged (I and II).

Estimated Nationwide Total of Economically Disadvantaged Children

Income and population data from 1967, reported by the Bureau of the Census, provided reliable information regarding children and youth under age 18. For that year, 70,062,000 children under 18 years old were reported. Approximately 71 percent or 50,444,000 of these youngsters were in the age group 5 through 17 years. <sup>7/</sup>

Of these 50 million, 9.2 percent were reported to be from families with an annual income under \$3,000 and 20.2 percent from families with an annual income of \$3,000 to \$6,000. In the same report, 15.3 percent of all children under 18 years were identified as being from families whose incomes were below the "poverty threshold" established by the Social Security Administration for that year (i.e., for a nonfarm family of four, and income less than \$3,335).

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<sup>7/</sup> Bureau of the Census, op. cit., series P-60, no. 59, Apr. 18, 1969.

Applying these percentages to the number of 50 million children (age 5-17) estimated in the Current Population Reports, it is possible to approximate the number of economically disadvantaged children in the school-age population. These are summarized in table IV-4.

Table IV-4. Comparison of number of low-income children (age 5-17) in 10,979 title I assisted public school districts and in the United States, by annual family income: School year 1967-68

Family income level	Children in U.S. population		Projected number of children in title I districts
	Percent	Number	
All income levels	100.0	50,440,000	48,365,091
Income under \$3,000	9.2	4,640,000	4,449,588
Income \$3,000 to \$6,000	20.1	10,100,000	9,769,748
Income more than \$6,000	70.7	35,700,000	34,145,755
Income under poverty level (equivalent to \$3,334 for nonfarm family of four in 1967)	15.3	7,700,000	7,399,859

On the evidence in this table, it might be postulated that at least 7.7 million school-age children are disadvantaged by reason of poverty. There may be as many as 14.7 million school-age children (those from families with income under \$6,000 and including the 7.7 million below the poverty level) for whom inadequate family income may work to the disadvantage of the children.

The data from which table IV-3 was prepared indicated that 1,121,212 pupils came from families under \$3,000 income; 441,927 (39.4 percent) of these were reported by teachers to lack the ability to complete high school (type I). The remaining 679,285 (60.6 percent) of

the low-income pupils were reported able to complete high school (type IV). Similarly, among 2,301,422 pupils from families with incomes of \$3,000 to \$6,000, teachers deemed that 551,720 (24 percent) lack the ability to complete high school (type II); the remaining 76 percent were deemed able to complete high school (type V). Among 3,002,018 pupils from families with an income of \$6,000 or more, 227,213 (7.5 percent) were adjudged to lack the ability to complete high school (type III); the remaining 92.5 percent are regarded as not disadvantaged.

The above percentages have been applied to the total (projected in table IV-4) of 48,365,091 resident low-income children in districts assisted with title I funds. The calculation for each of five types of disadvantaged and "Other" pupils among the children (age 5-17) in 10,979 title I assisted school districts is as follows:

- Type I. Pupils with severe and multiple disadvantage: 39.4 percent of the 4,449,588 resident children from families with an annual income under \$3,000 produces an estimate of 1,753,583.
- Type II. Pupils with moderate and multiple disadvantage: 24 percent of the 9,769,748 resident children from families with an annual income of \$3,000 to \$6,000 produces an estimate of 2,344,740.
- Type III. Pupils disadvantaged educationally: 7.5 percent of the 34,145,755 resident children from families with an annual income of \$6,000 or more produces an estimate of 2,561,075.
- Type IV. Pupils severely disadvantaged economically: 60.6 percent of the 4,449,588 resident children from families with an annual income under \$3,000 produces an estimate of 2,696,450.
- Type V. Pupils moderately disadvantaged economically: 76 percent of the 9,769,748 resident children from families with an annual income of \$3,000 to \$6,000 produces an estimate of 7,425,609.

Other. Other pupils: 92.5 percent of the 34,145, '55 resident children from families with an annual income of \$6,000 or more produces an estimate of 31,584,234.

These calculations are summarized in table IV-5.

Table IV-5. Number and percent of disadvantaged and other pupils in 10,979 local public school districts, by economic and educational classification: School year 1967-68

Classification	Resident children	
	Number	Percent
Total	48,365,091	100.0
I. Severe multiple disadvantage: Under \$3,000 family income and less than high school ability	1,753,583	3.6
II. Moderate multiple disadvantage Family income \$3,000 to \$6,000 and less than high school ability	2,344,740	4.8
III. Educational disadvantage: Less than high school ability and family income \$6,000 or more	2,561,075	5.3
IV. Severe economic disadvantage: Under \$3,000 family income and high school ability or more	2,696,450	5.6
V. Moderate economic disadvantage: Family income \$3,000 to \$6,000 and high school ability or more	7,425,009	15.4
Other: Family income \$6,000 or more and high school ability or more	31,584,234	65.3

#### Characteristics of Pupils in Each Classification

Characteristics of the various classes of pupils are summarized in table IV-6. Indications of broad and genuine deprivations are found among the type I multiply disadvantaged pupils (i.e., low-ability pupils from families with less than \$3,000 annual income) to a far greater extent than in all other pupil groups.

Characteristics	Classification						
	Total	I	II	III	IV	V	Other
<b>Total</b>	6,424,652	441,927	551,720	227,213	679,285	1,749,702	2,774,804
<u>Family background</u>							
More than six members in family	No. 1,849,348 28.8	226,623 51.3	213,208 38.6	76,040 3.5	282,036 41.5	515,855 29.5	535,588 19.3
No father in the home	No. 741,889 11.6	160,164 36.2	62,518 11.3	7,167 3.2	260,898 38.4	204,344 11.7	46,799 1.7
No mother in the home	No. 109,030 1.7	14,810 3.4	14,131 2.6	3,697 1.6	20,409 3.0	34,324 2.0	21,659 .8
Father unemployed	No. 219,637 3.4	60,146 13.6	18,814 3.4	896 .4	81,285 12.0	46,483 2.7	12,012 .4
Father employed part time	No. 503,907 7.8	95,822 21.7	66,850 12.1	8,204 3.6	127,575 18.8	158,413 9.1	47,042 1.7
Father employed full time	No. 4,862,465 75.7	109,964 24.9	392,583 71.2	208,867 91.9	187,786 27.6	1,317,479 75.3	2,645,785 95.4
Mother at home (housewife)	No. 3,756,703 58.5	246,114 55.7	314,294 57.0	124,782 54.9	357,724 52.7	979,152 56.0	1,734,636 62.5
Mother employed part time	No. 983,178 15.3	101,987 23.1	91,745 16.8	26,461 11.6	149,691 22.0	267,906 15.3	345,307 12.4
Mother employed full time	No. 1,455,321 22.6	63,642 14.4	117,090 21.2	69,389 30.5	131,976 19.4	436,896 25.0	636,329 22.9

Table IV-6. Number and percent of survey population with selected characteristics, by economic and educational classification: School year 1967-68--Continued

Characteristics	Classification					
	Total	I	II	III	IV	V
Low-status: occupation of head of household	No.	418,720	471,398	133,271	617,016	1,334,711
	%	61.0	85.4	58.6	90.8	76.3
<u>Race or ethnic group</u>						
White	No.	149,369	303,949	180,294	214,738	1,129,760
	%	33.8	55.1	79.4	31.6	64.6
Negro	No.	228,466	173,598	32,251	365,899	428,744
	%	51.7	31.5	14.2	53.9	24.5
Spanish-surname and other	No.	45,197	59,357	10,522	59,852	146,654
	%	10.2	10.7	4.6	8.8	8.4
<u>Education background</u>						
Father has less than high school education	No.	392,321	453,503	137,709	552,682	1,087,160
	%	88.8	82.2	60.6	81.4	62.1
Mother has less than high school education	No.	409,578	457,833	137,874	564,483	1,023,576
	%	92.7	83.0	60.7	83.1	58.5
Pupil has no pre-1st- grade school experience	No.	269,122	237,612	69,631	353,805	686,170
	%	60.9	43.1	30.6	52.1	39.2
Pupil attended kindergarten	No.	81,678	202,357	126,305	177,933	751,545
	%	18.5	36.7	55.6	26.2	43.3





### School Location of Disadvantaged Pupils in Survey Population

Most disadvantaged youngsters attend schools in city and rural areas. About 55 percent of type I disadvantaged pupils included in the survey were enrolled in city schools, about 41 percent in rural schools, and not quite 4 percent in the suburbs. By contrast, the suburbs contained nearly 26 percent of the pupils who were not considered disadvantaged. (table IV-7)

More than 80 percent of the pupils attending large-city schools were classified as disadvantaged, most of them severely or multiply so. In middle-size cities and in rural areas, about two-thirds of the survey pupils appeared to be disadvantaged. The reverse was reported in suburban districts, where most enrolled pupils (70.3 percent) were not disadvantaged by the criteria established in this report, and only 1.6 percent of enrolled pupils were multiply disadvantaged. (Table IV-8)

### Enrollment of Disadvantaged Pupils in Relation to School Concentration of Economically Disadvantaged Pupils

Nearly one-half of the survey population with severe and multiple disadvantage were enrolled in schools with low concentrations of pupils whose parents were unemployed or welfare recipients. Nearly 1 of 5 such pupils, however, was enrolled in a school with high concentrations of such pupils. By contrast, nearly 90 percent of the surveyed elementary pupils who were not disadvantaged were enrolled in low-concentration schools, and only 2.6 percent were in high-concentration schools. These data are summarized in table IV-9.

Table IV-7. Number of pupils in survey population in each economic and educational classification, by school location, with percent distribution by classification: School year 1967-68

School location		Classification						
		Total	I	II	III	IV	V	Other
Total		6,406,048	441,136	550,088	255,781	677,238	1,744,189	2,767,613
Large cities (500,000 and over)	No.	557,047	51,727	70,174	16,767	90,543	219,729	108,108
	%	8.7	11.7	12.8	7.4	13.4	12.6	3.9
Middle-size cities (40,000-500,000)	No.	882,719	66,127	201,385	32,213	105,016	282,003	295,975
	%	13.8	15.0	18.4	14.3	15.5	16.2	10.7
Small cities (under 40,000)	No.	1,945,620	125,031	170,140	73,414	159,566	515,378	902,090
	%	30.4	28.3	30.9	32.5	23.6	29.5	32.6
Suburbs	No.	1,005,874	16,531	52,890	47,415	25,973	154,665	708,399
	%	15.7	3.8	9.6	21.0	3.8	8.9	25.6
Rural areas	No.	2,014,787	181,722	155,499	55,970	296,141	572,413	753,042
	%	31.4	41.2	28.3	24.8	43.7	32.8	27.2

Table IV-8. Number of pupils in survey population in each school location, by economic and educational classification with percent distribution by school location: School year 1967-68

Classification	School location					
	Total	Large cities	Middle-size cities	Small cities	Suburbs	Rural areas
Total	6,406,048	557,047	882,719	1,945,620	1,005,874	2,014,787
I. Under \$3,000 family income and less than high school ability	No. 441,139 %	51,727 9.3	66,127 7.5	125,031 6.4	16,531 1.6	181,722 9.0
II. Family income \$3,000-\$6,000 and less than high school ability	No. 550,088 %	70,174 12.6	101,385 11.5	170,140 8.7	52,890 5.3	155,499 7.7
III. Less than high school ability and family income \$6,000 or more	No. 225,781 %	16,767 3.0	32,213 3.6	73,414 3.8	47,415 4.7	55,970 2.8
IV. Under \$3,000 family income and high school ability or more	No. 677,238 %	90,543 16.3	105,016 11.9	159,566 8.2	25,973 2.6	296,141 14.7
V. Family income \$3,000-\$6,000 and high school ability or more	No. 1,744,189 %	219,729 39.4	282,003 32.0	515,378 26.5	154,665 15.4	572,413 28.4
Other. Family income \$6,000 or more and high school ability or more	No. 2,767,613 %	108,108 19.4	295,075 33.5	902,090 46.4	708,399 70.3	753,042 37.4

Table IV-9. Number of pupils in survey population in each economic and educational classification, by school concentration of economically disadvantaged, with percent distribution by concentration: School year 1967-68

Concentration of economically disadvantaged pupils 1/		Classification						
		Total	I	II	III	IV	V	Other
Total	No.	6,165,609	428,924	535,302	218,572	659,782	1,696,626	2,626,404
	%							
Low (under 26%)	No.	4,628,830	211,573	373,688	185,470	313,755	1,187,541	2,356,802
	%	75.1	49.4	69.8	84.9	47.6	70.0	89.7
Moderate (26-50%)	No.	988,841	135,250	101,348	22,683	202,493	323,727	203,340
	%	16.0	31.5	18.9	10.4	30.7	19.1	7.7
High (over 50%)	No.	547,939	82,101	60,266	10,419	143,534	185,358	66,261
	%	8.9	19.1	11.3	4.7	21.8	10.9	2.6

1/ Percent of school enrollment from families whose head of household is unemployed or a welfare recipient.

High- and low-concentration schools contained markedly different patterns of distribution. In high-concentration schools, about 15 percent of enrolled pupils had severe multiple disadvantage. In low-concentration schools, on the other hand, fewer than 5 percent of enrolled pupils had severe multiple disadvantage, and fully half were not disadvantaged. Moderate-concentration schools had comparatively fewer disadvantaged pupils than were found in high-concentration schools, but their disadvantaged pupils were distributed--by type of disadvantage--in virtually identical fashion. These data are summarized in table IV-10.

#### Distribution Among Minority Group Members

Membership in a minority group does not automatically identify pupils as disadvantaged, according to these data. Substantial numbers of pupils in the minority groups are neither economically nor educationally deprived.

However, table IV-6 reports that 51.7 percent of pupils in the "severe multiple disadvantage" group were Negro, although members of that minority group constituted only 21.8 percent of the pupil population studied. By contrast, 69.7 percent of the pupil population were white, and only 33.8 percent were classified in disadvantaged type I.

A disproportionate share of the pupils classified as type I disadvantaged were also from families of Spanish extraction (as estimated by Spanish surname) or of other minority ethnic groups. They comprised about 10 percent of the type I disadvantaged pupils, but only 6 percent of the total school enrollment studied.

Table IV-10. Number of pupils in survey population in each economic and educational classification, by concentration of economically disadvantaged pupils, with percent distribution by concentration: School year 1967-68

Classification	Concentration of economically disadvantaged pupils			
	Total	Low (under 26%)	Moderate (26-50%)	High (over 50%)
Total	6,165,609	4,628,829	988,841	547,939
I. Under \$3,000 family income and less than high school ability	No. 428,924 %	211,573 4.6	135,250 13.7	82,101 15.0
II. Family income \$3,000-\$6,000 and less than high school ability	No. 535,302 %	373,688 8.1	101,348 10.2	60,266 11.0
III. Less than high school ability and family income \$6,000 or more	No. 218,572 %	185,470 4.0	22,683 2.3	10,419 1.9
IV. Under \$3,000 family income and high school ability or more	No. 659,782 %	313,755 6.8	202,493 20.5	143,534 26.2
V. Family income \$3,000-\$6,000 and high school ability or more	No. 1,696,626 %	1,187,541 25.7	323,727 32.7	185,358 33.8
Other. Family income \$6,000 or more and high school ability or more	No. 2,626,403 %	2,356,802 50.8	203,340 20.6	66,261 12.1

The distribution--by type and extent of disadvantage--differs markedly among the three population groups (i.e., white, Negro, and Spanish-surname and other) recognized in this report. The data are summarized in table IV-11. For example, there were 1,399,209 Negro pupils in grades 2, 4, and 6; more than 16 percent of them were characterized as severely and multiply disadvantaged but only 12.2 percent as not disadvantaged. Among 393,756 elementary pupils of Spanish-surname and other ethnic groups, relatively more (18.3 percent) were characterized as not disadvantaged. By contrast, among the 4,480,232 white pupils, only 3.3 percent were identified as severely multiply disadvantaged and 55.9 percent as not disadvantaged.

Table IV-11. Number of pupils in survey population in each race or ethnic group, by economic and educational classification, with percent distribution by race or ethnic group: School year 1967-68

Classification	Race or ethnic group			
	Total	Negro	Spanish and other	White
Total	6,273,196	1,399,209	393,755	4,480,232
I. Under \$3,000 family income and less than high school ability	No. 423,032 %	228,466 16.3	45,197 11.5	149,369 3.3
II. Family income \$3,000-\$6,000 and less than high school ability	No. 536,896 %	173,590 12.4	59,357 15.1	303,949 6.8
III. Less than high school ability and family income \$6,000 or more	No. 223,067 %	32,251 2.3	10,522 2.7	180,294 4.0
IV. Under \$3,000 family income and high school ability or more	No. 640,489 %	365,899 26.2	59,852 15.2	214,738 4.8
V. Family income \$6,000-\$12,000 and high school ability or more	No. 1,705,158 %	428,744 30.6	146,654 37.2	1,129,760 25.2
Other. Family income \$12,000 or more and high school ability or more	No. 2,744,554 %	170,259 12.2	72,173 18.3	2,502,122 55.9



#### D. Patterns of Deprivation and Program Services

After pupils in the survey were classified with respect to economic and educational disadvantage, it was possible to relate classes of disadvantage to special compensatory program services designed to overcome some of them.

Pupils with severe economic disadvantage--by definition--need basic life support services when they enter school. Their diets may be deficient; they may be ill-clothed; they usually have not received the medical and dental health services normally provided to children from higher income families. The severity of the disadvantage is variously estimated. The gap between families with incomes under \$3,000 and those with incomes of \$5,000, for example, amounts to about \$170 per child for such services, according to one estimate. <sup>8/</sup>

Not all poor pupils are educationally disadvantaged, by the criterion used in this report. Fully 17 percent of the pupils enrolled in the sample of title I elementary schools were economically disadvantaged, i.e., from families with less than \$3,000 annual family income. However, 679,285 of those pupils--more than 60 percent of them--were not reported to be disadvantaged in educational respects. Hence, the economically disadvantaged pupil merits life support services, but he may not require other special forms of compensatory services.

The educationally disadvantaged pupil, on the other hand, whether poor or not, probably requires special remedial programs in basic skills--reading, arithmetic, and language usage. He presumably does not require special life support services

The multiply disadvantaged pupil would seem to require both types of compensatory services--life support and special remedial attention to basic skills. Moreover, he may require special programs of "cultural enrichment" that are calculated to compensate for deficiencies in prior exposure in the home to literature, art, music, and travel.

The distribution by type of school has an important bearing on the question of how to deliver the kinds of special compensatory services that may be supported under title I. Delivery would be relatively easy if the target pupils were concentrated in a comparatively few schools. For example, it then could be feasible to address most title I services to those schools with the highest concentration of disadvantaged pupils, i.e., to high- and moderate-concentration schools, which have 26 percent or more pupils from families whose head of household is unemployed or a welfare recipient. However, 49.4 percent of such pupils with the most severe and multiple disadvantage are enrolled in low-concentration schools. Only 19.1 percent of them are in the high-concentration schools. (See table IV-9.) The delivery of title I services, accordingly, cannot readily be channeled through a relatively few carefully selected "schools for disadvantaged pupils," because those pupils are found in schools of all types.

Bearing in mind these distinctions, it is possible to discern some of the special requirements of the general elementary and secondary age population.

For about 21 percent of the school population, there may be a need principally for life support services: Food, clothing, and medical and dental services. These would seem to be required by the moderately and severely economically disadvantaged children.

For another 5 percent of the population, there may be a need principally for special remedial programs in the basic reading, arithmetic, and language skills, to compensate for the educational (as contrasted to economic) disadvantage of these children.

For about 8.5 percent of the population, there would seem to be a need for both: Life support services and special programs in the basic skills. These would seem to be required for the children with moderate and severe multiple disadvantages.

Still other children may be truly disadvantaged simply by virtue of attending schools of poor quality; no estimate of their numbers is offered.

## V. SCHOOL PROGRAMS PROVIDED WITH TITLE I FUNDS

The Elementary and Secondary Education Act permits broad discretion to local school districts in determining the nature and type of programs and services which they will provide for educationally deprived pupils. The districts are expected to select target schools which have high concentrations of low-income pupils, but within the selected schools title I services are to be for all educationally deprived pupils, without regard to their economic status. <sup>1/</sup>

Since 1965, thousands of local school districts have used title I money to try, in the language of the law, "to expand and improve their educational programs by various means . . . which contribute particularly to meeting the special educational needs of educationally deprived children." Some 20,000 projects underway in 1967-68, for example, were partly or entirely supported by title I funds. The "means" employed by the districts have, indeed, been extremely "various." Since adoption of title I in 1965, some districts have added entire programs and services that they had not previously offered their pupils. Other districts have improved and expanded selected programs or services which they offered before the enactment of title I.

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<sup>1/</sup> Supplemental Report of the House Committee on Education and Labor, op. cit.

Many of the services and programs provided with title I funds are regarded as "special" or "remedial" or "compensatory." However, it should be understood that these terms have no universally accepted meaning. Consequently, what one district regards as special or compensatory or remedial may be regarded as simply part of the regular school program in another district. Similarly, what constitutes "enrichment" of the curriculum in one district may be an essential and ordinary part of it in another. Such variations among districts are at least partly the result of their relative poverty or affluence as units of government: A district which can spend no more than \$450 per pupil each school year has an entirely different view of "regular" services and programs than a district which is able to spend \$950 per pupil each year.

The survey data reported in this chapter relate primarily to the services and programs which local school districts have operated, partly or fully, with title I funds. The chapter considers three basic questions:

1. How have title I funds been used to meet the special needs of educationally disadvantaged pupils?
2. How well have the schools targeted title I programs and services to the disadvantaged? Specifically, what proportion of disadvantaged pupils in the title I assisted schools take part in special programs supported by title I funds and what proportion of all such participants are educationally deprived?

3. What are some notable examples of special educational programs for disadvantaged pupils?

A. Summary

From the available data, it is possible to make these observations:

1. More than 80 percent of all title I funds spent in 1967-68 were used to meet the primary needs of disadvantaged pupils for basic skills development and life support services.
2. About 70 percent of the pupils served by the programs and services supported with title I funds were "educationally deprived," as defined in chapter IV, but less than half of those needing compensatory services and enrolled in title I target schools actually participated in the special programs supported under title I.
3. The intensity of title I support for the programs and services, as measured by average expenditure per participant, appears to have been so low that it probably is unreasonable to expect measurable achievement gains by the average participant.

On the basis of these observations, it may be concluded that title I funds generally are being used for real pupil needs and not for frills, and that the funds are reaching the type of children for which they were intended but not nearly all such children and not at a level of support necessary to insure participant achievement gains.

### Services Provided

In 1967-68, school districts spent \$1.057 billion from title I funds. About \$853 million was used for instructional programs and student services: \$679 million during the regular academic year and an additional \$174 million during the summer of 1968. Approximately \$117 million of the total was spent for plant maintenance and operation, fixed charges, and costs of administration; \$57 million for construction and building equipment; and \$14.5 million for instructional equipment.

During the same period, salary expenditures provided from title I funds totaled \$710,060,895, or 67 percent of district title I expenditures for all purposes. These funds supported 198,262 school positions during the regular 9-month school year and 207,567 positions during the summer of 1968.

Inasmuch as instructional staff salaries constituted 68.6 percent of all expenditures by school districts from non-Federal sources in 1967-68, it would appear that school districts tend to staff special compensatory programs with about the same labor intensity as their regular, ongoing programs. <sup>2/</sup>

The largest areas of instructional expenditures were for basic skills and related academic courses. Special reading instruction

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<sup>2/</sup> U.S. Office of Education. Projections of Educational Statistics to 1976-77. Washington: U.S. Government Printing Office, 1968.

alone accounted for over \$292 million, or 47 percent of all instructional expenditures. Activities aimed at enriching the cultural background of disadvantaged pupils accounted for more than \$56 million. This pattern of expenditure would seem to be consistent with the instructional needs of disadvantaged pupils described in chapter IV.

#### Pupils Served

National projections of the 1968 compensatory education survey data show that about 58 percent of all pupils enrolled in grades 2, 4, and 6 in schools operating title I programs participated in some form of title I program. Thirty-seven percent of these were provided instruction in basic academic skills and 21 percent participated in cultural enrichment activities, compensatory personnel services, or compensatory health and nutrition programs. About one-third of the participants, or approximately 19 percent of all pupils in grades 2, 4, and 6 of title I target schools, participated in two or more programs supported with title I funds.

#### Intensity of Support

The title I expenditure per participant in the several instructional areas appears to be low, particularly in the areas of basic skills development. Judgments on the intensity of support must be made with some caution, however, because district expenditures for similar purposes from sources other than title I are not reported and the services actually received by an individual participant therefore may be considerably more than the title I figures alone would indicate.



An average of \$68 was spent on each participant in remedial reading programs during the 9-month academic year of 1967-68 and less than \$40 per participant in similar summer programs. (See table V-1.)

If it is assumed that an effective remedial reading program might include a class size of 10 pupils for 1 hour per day, or 180 hours per year, with one remedial reading teacher serving five such groups, the cost to the school would be approximately \$12,000 for the teacher's salary and for special materials and overhead, or an average of \$240 for each participant. Even if the number of pupils served by a teacher were doubled, the indicated cost would be \$120 per participant, or almost double the reported \$68 figure. If the cost to the school were as little as \$9,000, the cost per participant would be \$90 per participant in classes of 10 students or \$180 in classes of 20 each, still approximately 1 1/2 to 3 times the average title I expenditure reported.

Table V-1. Expenditures by local school districts for title I special programs: School year 1967-68

Instructional activity	Regular academic term			Summer term: 1968		
	Expenditures	Participants	Cost per participant	Expenditures	Participants	Cost per participant
<b>Total</b>	\$494,389,933	--	--	\$132,341,973	--	--
<b>Cultural enrichment activities</b>	40,990,959	--	--	15,553,139	--	--
Art	9,726,613	1,086,788	\$8.95	3,960,974	322,318	\$12.29
Music	12,349,985	1,620,525	7.62	3,054,425	268,015	11.40
Other cultural enrichment	18,914,361	1,828,577	10.34	8,537,740	591,595	14.43
<b>Basic skills development</b>	297,138,512	--	--	76,485,332	--	--
Reading	240,723,841	3,531,474	68.17	51,534,993	1,358,888	37.92
English as 2d language	9,944,606	276,939	35.91	1,198,160	25,174	47.60
Speech	7,129,839	376,743	18.92	2,117,664	115,364	18.36
Other English	14,470,979	593,563	24.38	3,939,677	154,893	25.43
Mathematics	24,869,247	1,076,931	23.09	17,694,838	679,900	26.03
<b>Other academic activities</b>	20,765,820	--	--	7,865,713	--	--
Natural science	9,484,581	788,398	12.03	3,811,266	174,698	21.82
Social science	9,391,749	772,530	12.16	3,814,085	182,645	20.88
Foreign languages	1,889,490	57,087	33.10	240,362	10,851	22.15
<b>Prevocational activities</b>	11,535,372	--	--	3,579,853	--	--
Business education	3,076,672	111,494	27.59	964,491	40,130	24.03
Home economics	1,961,474	106,312	18.45	403,808	21,663	18.81
Industrial arts	3,396,361	92,321	36.79	1,105,947	27,644	40.01
Vocational education	3,100,865	60,490	51.26	1,105,607	50,495	21.90

Table 1. Expenditures by local school districts for title I special programs: School year 1967-68--Continued

Instructional activity	Regular academic term			Summer term: 1968		
	Expenditures	Participants	Cost per participant	Expenditures	Participants	Cost per participant
<u>Health, physical education, and recreation</u>	<u>\$17,521,343</u>	1,912,873	\$ 9.16	<u>\$ 9,132,639</u>	741,391	\$12.32
<u>Other</u>	<u>106,437,927</u>	--	--	<u>19,725,297</u>	--	--
Special activities for handicapped	17,879,190	123,155	145.32	1,845,383	19,103	96.60
Prekindergarten and kindergarten	30,488,791	228,120	133.65	11,880,066	151,395	78.47
Other instructional activities	58,051,946	1,983,790	29.26	5,999,848	248,740	24.12

NOTE.--Numbers of participants are not additive because many children participated in more than one activity.

In addition to the special instructional programs offered to compensate for educational disadvantage, schools also provided certain life support services to compensate for economic disadvantage. These services included food, clothing, and medical and dental services at a cost of \$55 million. It has been estimated that, at 1960 costs, an expenditure of about \$170 per pupil would be needed to provide services equivalent to those available to the average pupil from a family having a \$5,000 annual income. <sup>3/</sup> But any pupil receiving all four services at the average level of expenditure reported under title I would have received only \$45.37, or less than 27 percent of the \$170 estimated requirement. Poor pupils in title I assisted schools may, of course, receive life support services from sources other than their schools and from sources other than title I within the schools, but the extent to which such additional support is provided is unknown. In the absence of such data, it is not possible to determine the extent to which any one child may be receiving the desired level of assistance, but it is nonetheless evident that title I does not meet the full need for such services.

#### B. Program Expenditures

Nearly 81 percent of the title I funds in 1967-68 was expended for instructional programs and student services. Of instructional expenditures, \$626,731,906 was expended directly for

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<sup>3/</sup> Cox, op. cit.

special instructional programs (table V-1) and about \$205,000,000 for related pupil and school services (table V-2).

The pattern of expenditures has changed materially since the inception of the title I funding program in 1965-66. Construction and equipment accounted for nearly one-third of the expenditures in the 1st year of the program; by 1967-68, however, such expenditures constituted less than 10 percent of the total. Expenditures for instructional programs and student services increased from 59 percent of the total in 1965-66 to more than 75 percent in 1966-67 and nearly 80 percent in 1967-68. Similarly, expenditures for administration and related services (including plant maintenance and operation) increased from 3.3 percent of the total expenditures in 1965-66 to 11 percent in 1967-68. (See table V-3.)

#### C. Participation in Programs Assisted by Title I

About 37 percent of the pupils enrolled in the survey schools were reported to have participated in special academic programs in 1967-68. It was reported also that nearly 60 percent of enrolled pupils were disadvantaged, as measured by criteria described in chapters III and IV.

Table V-2. Expenditures by local school districts for title I related instructional services: School year 1967-68, regular and summer terms combined

Type of service	Expenditures	Participants	Cost per participant
Total	\$204,997,479	--	--
<u>Life support and personal services for pupils</u>	<u>105,652,191</u>	--	--
Clothing	1,890,673	165,325	\$11.44
Food	31,916,598	1,920,344	16.62
Health-dental	5,082,099	542,371	9.37
Health-medical	16,109,275	2,029,601	7.94
Speech therapy	4,171,220	208,987	19.96
Counseling and guidance	36,243,270	1,786,376	20.29
Psychological services	7,974,556	751,910	10.61
Special services for the handicapped	2,264,500	47,044	48.14
<u>Related school services</u>	<u>99,345,288</u>	--	--
Attendance	6,258,667	939,954	6.66
Library	42,501,601	3,592,475	11.83
School social work	13,489,775	908,752	14.84
Transportation	15,382,368	2,220,968	6.93
Other service activities	21,712,877	1,740,707	12.47

NOTE.-See NOTE to table V-1.

Table V-3. Amount and percent of title I expenditures in local school districts, by purpose:  
Fiscal years 1966-68

Purpose of expenditure	1966		1967		1968	
	Expenditure	Percent	Expenditure	Percent	Expenditure	Percent
Total	\$969,935,000	100.0	\$974,054,000	100.0	\$1,056,960,403	100.0
Administration	32,007,855	3.3	49,676,754	5.1	116,638,004	11.0
Construction	96,993,500	10.0	48,702,700	5.0	42,041,579	4.0
Equipment	204,656,285	21.1	75,002,158	7.7	45,879,117	4.3
Instruction	500,486,460	51.6	640,927,532	65.8	626,731,906	59.3
Services	70,805,255	7.3	93,509,184	9.6	215,983,861	20.4
Other	64,985,645	6.7	66,235,672	6.8	9,685,836	1.0

Among those who participated in special academic programs, about 70 percent were reported to be disadvantaged. This would indicate that disadvantaged pupils who participated in the special programs constituted about 26 percent of all pupils in title I assisted schools even though 57 percent of all pupils in the surveyed schools were reported to be disadvantaged (table V-4).

#### Disadvantaged Participants and School Location

The percent of disadvantaged pupils among participants varies by school location. The 1968 Survey on Compensatory Education indicates that 82 percent of participants in large city elementary schools were disadvantaged; by contrast, only 49 percent of the participants in suburban schools were disadvantaged. Two-thirds of the participants in small-city schools, and about three-fourths of those in middle-size city and rural schools, were disadvantaged. (See table V-5.)

Most large- and middle-size city participants attend schools with high or moderate concentrations of economically disadvantaged pupils. On the other hand, three-fourths of the participants in small cities, suburbs, and rural areas were reported to be enrolled in schools with low concentration of such pupils. This corresponds roughly to the distribution of all pupils enrolled in the schools sampled in 1967-68, as reported in table III-7. If any trend is evident, it is that special academic programs were concentrated somewhat in the high- and moderate-concentration schools. For example, 22.5 percent of the rural school participants were in



Table V-4. Percent of pupils in the school age population, in title I assisted elementary schools, and among participants in title I special academic programs, grades 2, 4, and 6, by classification of disadvantage: School year 1967-68

Number of pupils	Classification of disadvantage 1/					
	I	II	III	IV	V	Other
Estimated 31.6 million in school age population	3.6	4.8	5.3	5.6	15.4	65.3
Projected 6.4 million in title I assisted schools	6.9	8.6	3.5	10.6	27.2	43.2
Participants (2.3 million) in title I special academic programs	10.0	11.8	4.0	14.5	29.9	29.8

- 1/ I - Pupils from families with less than \$3,000 family income and whose teachers estimate that they lack the ability to complete high school.
- II - Pupils from families with \$3,000 to \$6,000 family income and whose teachers estimate that they lack the ability to complete high school.
- III - Pupils from families with \$6,000 or more family income and whose teachers estimate that they lack the ability to complete high school.
- IV - Pupils from families with less than \$3,000 family income and whose teachers estimate that they have the ability to complete high school.
- V - Pupils from families with \$3,000 to \$6,000 family income and whose teachers estimate that they have the ability to complete high school.
- Other - Pupils from families with \$6,000 or more family income and whose teachers estimate that they have the ability to complete high school.

Table V-5. Number of participants in title I academic programs, grades 2, 4, and 6, by school location, with percent distribution by classification of disadvantage: School year 1967-68

School location		Classification of disadvantage 1/						
		Total	I	II	III	IV	V	Other
Total	No. %	2,337,328 100.0	232,646 10.0	275,696 11.8	93,708 4.0	339,339 14.5	699,025 29.9	696,915 29.8
Large city (500,000 and over)	No. %	243,234 100.0	23,901 9.8	30,826 12.7	6,997 2.9	41,911 17.2	95,916 39.4	43,684 18.0
Middle-size city (40,000 - 500,000)	No. %	340,316 100.0	33,921 10.0	46,264 13.6	13,359 3.9	48,577 14.3	113,236 33.3	34,958 24.9
Small city (under 40,000)	No. %	681,088 100.0	66,265 9.7	95,640 14.1	28,947 4.3	71,788 10.5	192,197 28.2	226,251 33.2
Suburbs	No. %	202,108 100.0	7,003 3.5	18,998 9.4	16,024 7.9	11,983 5.9	44,421 22.0	103,678 51.3
Rural areas	No. %	870,582 100.0	101,556 11.7	83,967 9.6	28,381 3.3	165,079 19.0	253,255 29.1	238,344 27.4

1/ See footnote to table V-4.

moderate-concentration schools, yet only 15.2 percent of all rural pupils were enrolled in such schools. About 24 percent of middle-size city participants were in high-concentration schools, and only 18.6 percent of all middle-size city pupils were enrolled in those schools. By contrast, 56 percent of all middle-size city pupils were enrolled in low-concentration schools; only 48 percent of middle-size city participants were enrolled in those schools.

(Tables III-7 and V-6)

#### Disadvantaged Participants and School Concentration of Economically Disadvantaged Pupils

About 63 percent of the participants in low-concentration schools were reported to be disadvantaged. By contrast, among participants in moderate- and high-concentration schools, 83 and 89 percent, respectively, were reported to be disadvantaged. About 28 percent of the participants in the moderate- and high-concentration schools were multiply disadvantaged, and an additional 24 to 26 percent were severely economically disadvantaged (see table V-7).

#### Disadvantaged Participants and Minority Group Members

Among Negro participants in special academic programs, about 90 percent were reported by their teachers to be disadvantaged. This compares to 88 percent of all the Negro pupils enrolled. About 85 percent of participants with Spanish surnames are disadvantaged, as opposed to 82 percent of enrolled pupils with Spanish surnames. Among white participants, 58 percent were disadvantaged, while 44 percent of white pupils enrolled were reported to be disadvantaged.

Table V-6. Number of participants in title I academic programs, grades 2, 4, and 6, by school location, with percent distribution by school concentration of economically disadvantaged pupils: School year 1967-68

School location		School concentration <sup>1/</sup>			
		Total	Low (under 26%)	Moderate (26-50%)	High (over 50%)
Total	No. %	2,339,000 100.0	1,560,473 66.7	519,465 22.2	259,062 11.1
Large city (500,000 and over)	No. %	244,421 100.0	73,832 30.2	72,247 29.6	98,342 40.2
Middle-size city (40,000 - 500,000)	No. %	344,607 100.0	164,674 47.8	98,063 28.5	81,870 23.7
Small city (under 40,000)	No. %	689,076 100.0	539,906 78.4	121,087 17.6	28,082 4.1
Suburbs	No. %	201,217 100.0	156,444 77.8	34,339 17.0	10,434 5.2
Rural areas	No. %	859,679 100.0	625,617 72.8	193,728 22.5	40,334 4.7

<sup>1/</sup> Percent of concentration of economically disadvantaged pupils in schools.

Table V-7. Number of participants in title I academic programs, grades 2, 4, and 6, by school concentration of economically disadvantaged pupils, with percent distribution by classification of disadvantage: School year 1967-68

School concentration		Classification of disadvantage 1/						
		Total	I	II	III	IV	V	Other
Total	No.	2,279,423	228,248	266,933	91,258	332,280	681,409	679,295
	%	100.0	10.0	11.7	4.0	14.6	29.9	29.8
Low (under 26%)	No.	1,524,016	104,250	182,222	75,657	147,980	447,770	566,137
	%	100.0	6.8	11.9	5.0	9.7	29.4	37.2
Moderate (26-50%)	No.	506,726	83,573	56,643	10,324	119,257	152,036	84,894
	%	100.0	16.5	11.2	2.0	23.5	30.0	16.8
High (over 50%)	No.	248,680	40,425	28,068	5,278	65,043	81,603	28,285
	%	100.0	16.2	11.3	2.1	26.2	32.8	11.4

1/ See footnote to table V-6.

When compared with data in table IV-6, it appears that schools tended to extend compensatory academic services to disadvantaged pupils without regard to race or ethnic origin. That is, each type of disadvantaged pupils is more numerous among participants in compensatory programs than in the enrollment of the schools. (Tables IV-6 and V-8)

Most Negro participants are found in schools of the large cities and the rural areas. About three-fourths of the white participants are found in small cities and rural areas, as are one-half of the participants with Spanish surnames (see table V-9).

Nearly two-thirds of Negro participants are in high- or moderate-concentration schools. By contrast, 84 percent of the white participants and 56 percent of those with Spanish surnames are reported to be in low-concentration schools (see table V-10).

#### D. Intensity of Participation in Special Programs

It has been noted above that 70 percent of the participants in special academic programs were reported to be disadvantaged. These proportions were greatest in large-city schools and in high-concentration schools. This section presents data on the intensity of participation of disadvantaged pupils in those compensatory academic programs. Teachers in the sampled schools were asked to report the number of extra hours of instruction that participants received in reading, arithmetic, language, and other related basic skills programs. The teachers reported that about 70 percent of the participants received fewer than 4 hours of extra instruction weekly

Table V-8. Number of participants in title I academic programs, grades 2, 4, and 6, by race or ethnic group, with percent distribution by classification of disadvantage: School year 1967-68

Race or ethnic group		Classification of disadvantage 1/						
		Total	I	II	III	IV	V	Other
Total	No.	2,274,177	225,264	267,673	92,174	320,509	682,241	685,916
	%	100.0	9.9	11.8	4.0	14.1	30.0	30.2
Negro	No.	671,431	118,818	77,092	14,354	195,229	196,424	68,514
	%	100.0	17.7	11.5	2.1	29.1	29.2	10.4
Spanish-surname and other	No.	198,538	28,968	36,745	5,025	29,642	69,163	28,994
	%	100.0	14.6	18.5	2.5	14.9	34.9	14.6
White	No.	1,404,208	77,478	153,836	72,795	96,038	416,654	587,408
	%	100.0	5.5	10.9	5.2	6.8	29.7	41.9

1/ See footnote to table V-4.

Table V-9. Number of participants in title I academic programs, grades 2, 4, and 6, by race or ethnic group, with percent distribution by school location: School year 1967-68

Race or ethnic group	Total	School location				
		Large city	Middle-size city	Small city	Suburbs	Rural areas
Total	No. %	2,330,063 100.0	337,245 14.5	683,484 29.3	197,979 8.5	869,784 37.3
Negro	No. %	690,800 100.0	134,667 19.5	122,666 17.8	36,329 5.2	234,065 33.9
Spanish-surname and other	No. %	204,441 100.0	35,301 17.3	53,509 26.2	21,871 10.7	46,899 22.9
White	No. %	1,434,822 100.0	167,277 11.7	507,309 35.4	139,779 9.7	588,821 41.0

NOTE.-Large city: 500,000 and over  
Middle-size city: 40,000 - 500,000  
Small city: Under 40,000



Table V-10. Number of participants in title I academic programs, grades 2, 4, and 6, by race or ethnic group, with percent distribution by school concentration of economically disadvantaged pupils: School year 1967-68

Race or ethnic group		School concentration			
		Total	Low (under 26%)	Moderate (26-50%)	High (over 50%)
Total	No. %	2,273,902 100.0	1,532,151 67.4	498,010 21.9	243,740 10.7
Negro	No. %	673,638 100.0	241,918 35.9	252,636 37.5	179,084 26.6
Spanish-surname and other	No. %	201,330 100.0	113,289 56.3	64,113 31.8	23,929 11.9
White	No. %	1,398,933 100.0	1,176,945 84.1	181,262 13.0	40,727 2.9

during the regular 1967-68 academic term. About half of the severely economically disadvantaged participants, however, received 4 or more extra hours of instruction in reading weekly, or no less than 144 extra instruction hours during the school year. These data are summarized in table V-11.

Not all of the disadvantaged pupils enrolled in the schools participated in the special programs designed for them. In the lowest income group and among pupils whose teachers do not expect them to go beyond the 8th grade because of lack of ability, only 50 percent participated. (Table V-12)

With one exception in the survey sample, less than one-half of the lowest income pupils participated in special academic programs. The exception is found within rural schools, where 267,806 or 55.7 percent of the 480,436 lowest income pupils did participate in special

1/ See footnote to table V-4.

Area of extra remedial instruction		Classification of disadvantage I/						
		Total	I	II	III	IV	V	Other
Reading	No.	1,975,575	223,238	247,613	83,478	311,113	569,753	540,378
	%	30.8	50.5	44.9	36.7	45.8	32.6	19.5
Arithmetic	No.	752,245	76,682	72,151	25,583	129,672	221,064	227,092
	%	11.7	17.4	13.1	11.3	19.1	12.6	8.2
Language	No.	785,834	85,124	72,587	21,863	131,830	232,010	241,821
	%	12.2	19.3	13.2	9.6	19.5	13.3	8.7
Other academic subject	No.	1,383,139	116,864	121,000	43,699	213,755	417,069	470,753
	%	21.5	26.4	21.9	19.2	31.5	23.8	17.0

Table V-12. Sum of participants and nonparticipants, grades 2, 4, and 6, by family income level and projected educational level based on pupil ability, with percent of participants in each income level-educational level group: School year 1967-68

Projected educational level based on ability	Family income level					
	Total	Under \$3,000	\$3,000-\$5,999	\$6,000-\$9,000	Over \$9,000	
Total	6,424,652 2,341,799 36.5	1,121,212 573,042 51.1	2,301,422 976,779 42.4	2,154,524 625,767 29.0	847,494 166,211 19.6	
8th grade or less	334,388 168,758 50.5	156,674 82,119 52.4	133,203 66,918 50.2	40,925 18,223 44.5	3,587 1,497 41.7	
9 - 12th grade	886,472 434,546 49.0	285,254 150,896 52.9	418,517 209,240 50.0	160,632 66,843 41.6	22,069 7,566 34.3	
Graduate high school	2,391,385 939,341 39.3	432,262 232,891 53.9	993,295 414,212 41.7	797,824 249,618 31.3	168,005 42,620 25.4	
Enter college	2,812,406 799,154 28.4	247,023 107,136 43.4	756,407 286,409 37.9	1,155,143 291,083 25.2	653,833 114,527 17.5	
No response <sup>1/</sup>	28,303 10,359 36.6	6,809 3,084 45.3	12,418 4,951 39.9	5,282 1,815 34.4	3,794 509 13.4	

NOTE.-"P" represents participants in special compensatory programs, "NP" represents pupils who are enrolled in the schools but not participating in special academic programs, and "P+NP" represents total enrollment in the schools.

<sup>1/</sup> Data were available for one of the variables only. Nonresponses, though printed, are not included in totals.

basic skills programs. Large-city schools appeared to be less selective than all other schools in reaching disadvantaged pupils: 40 percent of the highest income pupils also participated. (See table V-13.)

A greater proportion of low-income pupils was reached in moderate-concentration schools in 1967-68 than in schools with high or low concentrations of economically disadvantaged pupils. Moderate-concentration schools also reached a greater proportion of the lowest ability pupils in their enrollment and provided special academic programs for a greater than average proportion of their Negro and Spanish-surname pupils. (See tables V-14, V-15, and V-16.)

Table V-13. Sum of participants and nonparticipants, grades 2, 4, and 6, by family income level and school location, with percent of participants in each income level-school location group: School year 1967-68

School location		Family income level				
		Total	Under \$3,000	\$3,000-\$5,999	\$6,000-\$9,000	Over \$9,000
Total	P+NP	6,434,270	1,125,147	2,306,678	2,153,528	848,917
	P	2,347,672	575,053	979,672	626,299	166,648
	CELL PCT	36.5	51.1	42.5	29.1	19.6
Large city	P+NP	559,438	143,072	291,146	111,080	14,141
	P	244,270	66,164	127,329	45,062	5,714
	CELL PCT	43.7	46.3	43.7	40.6	40.4
Middle-size city	P+NP	886,756	172,501	385,098	266,850	62,306
	P	341,595	82,923	159,999	84,751	13,923
	CELL PCT	38.5	48.1	41.6	31.8	22.4
Small city	P+NP	1,953,166	286,460	689,339	715,457	261,910
	P	684,067	139,054	289,228	205,133	50,612
	CELL PCT	35.0	48.6	42.0	28.7	19.3
Suburbs	P+NP	1,012,174	42,679	209,972	450,792	308,731
	P	203,941	19,066	64,981	88,915	30,979
	CELL PCT	20.2	44.7	31.0	19.7	10.0
Rural areas	P+NP	2,022,737	480,436	731,123	609,348	201,829
	P	873,798	267,806	338,135	202,437	65,420
	CELL PCT	43.2	55.7	46.3	33.2	32.4
No response <sup>1/</sup>	P+NP	18,684	2,873	7,161	6,278	2,371
	P	4,487	1,073	2,059	1,283	71
	CELL PCT	24.0	37.3	28.8	20.4	3.0

<sup>1/</sup> See footnote 1/ to table V-12.

Table V-14. Sum of participants and nonparticipants, grades 2, 4, and 6, by family income level and school concentration, with percent of participants in each income level-school concentration group: School year 1967-68

School concentration		Family income level				
		Total	Under \$3,000	\$3,000-\$5,999	\$6,000-\$9,000	Over \$9,000
Total	P+NP	6,193,118	1,094,924	2,244,250	2,081,083	772,861
	P	2,289,353	563,182	953,293	610,525	162,353
	CELL PCT	37.0	51.4	42.5	29.3	21.0
Low (under 26%)	P+NP	4,647,719	527,381	1,570,006	1,816,391	733,941
	P	1,529,936	252,897	633,117	496,285	147,637
	CELL PCT	33.0	48.0	40.3	27.3	20.1
Moderate (26-50%)	P+NP	993,905	339,637	427,495	193,846	32,926
	P	509,208	204,061	209,629	83,756	11,561
	CELL PCT	51.2	60.1	49.1	43.2	35.1
High (over 50%)	P+NP	551,494	227,906	246,749	70,846	5,994
	P	250,209	106,224	110,347	30,483	3,156
	CELL PCT	45.4	46.6	44.7	43.0	52.7
No response <sup>1/</sup>	P+NP	259,836	33,096	69,590	78,723	78,427
	P	62,806	12,944	28,438	17,058	4,367
	CELL PCT	24.2	39.1	40.9	21.7	5.6

<sup>1/</sup> See footnote <sup>1/</sup> to table V-12.

Table V-15. Sum of participants and nonparticipants, grades 2, 4, and 6, by projected educational level based on pupil ability and school concentration, with percent of participants in each educational level-school concentration: School year 1967-68

School concentration	Projected educational level based on ability				
	Total	8th grade or less	9 - 12th grade	Graduate h.s.	Enter college
Total					
P+NP	6,311,150	334,416	884,066	2,363,184	2,729,484
P	2,330,939	168,945	434,626	937,561	789,807
CELL PCT	37.0	50.5	49.1	39.7	28.9
Low (under 26%)					
P+NP	4,729,997	215,188	578,586	1,750,847	2,185,375
P	1,555,023	100,114	272,554	628,727	553,628
CELL PCT	32.9	46.5	47.1	35.9	25.3
Moderate (26-50%)					
P+NP	1,013,763	73,229	191,710	397,586	351,239
P	517,971	45,661	107,725	209,481	155,105
CELL PCT	51.1	62.4	56.2	52.7	44.2
High (over 50%)					
P+NP	567,390	45,999	113,770	214,751	192,870
P	257,944	43,170	54,347	99,352	81,074
CELL PCT	45.5	30.4	47.8	46.3	42.0
No response 1/					
P+NP	263,581	11,212	28,094	83,263	140,906
P	64,069	6,155	11,513	22,254	24,147
CELL PCT	24.3	54.4	41.0	26.7	17.1

1/ See footnote 1/ to table V-12.

Table V-16. Sum of participants and nonparticipants, grades 2, 4, and 6, by race or ethnic group and school concentration, with percent of participants in each race-school concentration group: School year 1967-68

School concentration		Race or ethnic group			
		Total	Negro	Spanish sur&other	White
Total	P+NP	6,190,704	1,403,511	398,015	4,389,178
	P	2,273,902	673,638	201,330	1,398,933
	CELL PCT	36.8	48.0	50.6	31.9
Low (under 26%)	P+NP	4,670,376	556,609	216,466	3,897,302
	P	1,532,151	241,918	113,289	1,176,945
	CELL PCT	32.8	43.5	52.3	30.2
Moderate (26-50%)	P+NP	979,210	456,511	124,573	398,126
	P	498,010	252,636	64,113	181,262
	CELL PCT	50.9	55.3	51.5	45.5
High (over 50%)	P+NP	541,117	390,391	56,976	93,750
	P	243,740	179,084	23,929	40,727
	CELL PCT	45.0	45.9	42.0	43.4
No response <sup>1/</sup>	P+NP	253,582	47,521	9,034	197,027
	P	60,465	20,193	3,761	36,511
	CELL PCT	23.8	42.5	41.6	18.5

<sup>1/</sup> See footnote <sup>1/</sup> to table V-12.

About 48 percent of the Negro pupils, about 50 percent of Spanish-surname pupils, and 31 percent of the enrolled white pupils participated in special academic programs. But only slightly more than one-half of the poorest pupils in the two minority groups were reached by the special academic programs and less than one-half of the poorest white pupils. (Table V-17)



Table V-17. Sum of participants and nonparticipants, grades 2, 4, and 6, by family income level and race or ethnic group, with percent of participants in each income level-race group: School year 1967-68

Race or ethnic group		Family income level				
		Total	Under \$3,000	\$3,000- \$5,999	\$6,000- \$9,000	Over \$9,000
Total	P+NP	6,297,220	1,069,038	2,251,981	2,132,455	843,745
	P	2,283,166	548,748	954,065	615,858	164,495
	CELL PCT	36.3	51.3	42.4	28.9	19.5
Negro	P+NP	1,405,884	598,424	604,312	180,554	22,594
	P	674,648	316,415	274,243	75,834	8,157
	CELL PCT	48.0	52.9	45.4	42.0	36.1
Spanish-surname and other	P+NP	395,949	105,215	207,571	70,642	12,520
	P	199,304	58,665	106,583	29,866	4,190
	CELL PCT	50.3	55.8	51.4	42.3	33.5
White	P+NP	4,495,387	365,399	1,440,098	1,881,259	808,631
	P	1,409,213	173,669	573,239	510,158	152,148
	CELL PCT	31.4	47.5	39.8	27.1	18.8
No response <sup>1/</sup>	P+NP	155,724	58,985	61,859	27,350	7,543
	P	68,993	27,378	27,666	11,724	2,225
	CELL PCT	44.3	46.4	44.7	42.9	29.5

<sup>1/</sup> See footnote 1 to table V-12.

Less than one-half of the Negro pupils and slightly more than one-half of the white pupils whose teachers estimate they will fail to go beyond the 8th grade because of lack of ability participated in special academic programs; more than two-thirds of the Spanish-surname pupils of like ability participated. (Table V-18)

Among Negro pupils, 60 percent of those in rural schools, but less than half of those in urban and suburban schools, were in special academic programs in 1967-68. From one-sixth to one-third of the white pupils participated in the special academic programs. (Table V-19)

#### E. Types of Programs Supported

In 1967-68, about 37 percent of the pupils enrolled in grades 2, 4, and 6 of the sampled title I assisted elementary schools participated in some form of special program in reading, arithmetic, language, or other basic skills. Other types of services also were offered. Some examples follow, the first of which relate to instruction in basic skills.

#### Instructional Programs

##### Individual Reading, Number Relations, and Writing Instruction City of Grants Pass and Josephine County, Oregon

This special program serves low-income and other educationally repressed children who have the ability to learn but are not achieving at capacity. It operates in seven elementary schools in the

Table V-18. Sum of participants and nonparticipants, grades 2, 4, and 6, by race or ethnic group and projected educational level based on pupil ability, with percent of participants in each race-educational level group: School year 1967-68

Projected educational level based on ability		Race or ethnic group			
		Total	Negro	Spanish sur&other	White
Total	P+NP	6,414,650	1,442,576	404,752	4,567,321
	P	2,324,344	690,321	204,290	1,429,733
	CELL PCT	36.2	47.0	50.5	31.3
8th grade or less	P+NP	333,679	134,883	36,849	161,947
	P	170,874	62,887	25,013	82,973
	CELL PCT	51.2	46.6	67.9	51.2
9 - 12 grade	P+NP	884,006	313,700	82,430	487,875
	P	431,179	154,439	48,757	227,984
	CELL PCT	48.8	49.2	59.2	46.7
Graduate high school	P+NP	2,387,440	535,965	175,334	1,676,141
	P	932,163	268,448	85,886	577,829
	CELL PCT	39.0	50.1	49.0	34.5
Enter college	P+NP	2,809,525	458,028	110,139	2,241,358
	P	790,128	204,546	44,634	540,948
	CELL PCT	28.1	44.7	40.5	24.1
No response <u>1/</u>	P+NP	29,636	8,455	2,298	18,883
	P	10,023	3,510	801	5,712
	CELL PCT	33.8	41.5	34.9	30.3

1/ See footnote 1/ to table V-12.

Table V-19. Sum of participants and nonparticipants, grades 2, 4, and 6, by race or ethnic group and school location, with percent of participants in each race-school location group: School year 1967-68

School location		Race or ethnic group			
		Total	Negro	Spanish sur&other	White
Total	P+NP	6,425,767	1,443,375	404,290	4,578,103
	P	2,330,063	690,800	204,441	1,434,822
	CELL PCT	36.3	47.9	50.6	31.3
Large city	P+NP	552,799	372,306	93,592	86,901
	P	241,572	163,073	46,862	31,637
	CELL PCT	43.7	43.8	50.1	36.4
Middle-size city	P+NP	881,341	315,975	76,939	488,426
	P	337,245	134,667	35,301	167,277
	CELL PCT	38.3	42.6	45.9	34.3
Small city	P+NP	1,965,419	286,367	93,412	1,585,640
	P	683,484	122,666	53,509	507,309
	CELL PCT	34.8	42.8	57.3	32.0
Suburbs	P+NP	1,009,840	81,648	49,340	878,852
	P	197,979	36,329	21,871	139,779
	CELL PCT	19.6	44.5	44.3	15.9
Rural	P+NP	2,016,368	387,078	91,007	1,538,283
	P	869,784	234,065	46,899	588,821
	CELL PCT	43.1	60.5	51.5	38.3
No response <sup>1/</sup>	P+NP	18,519	7,657	2,760	8,102
	P	4,303	3,031	650	622
	CELL PCT	23.2	39.6	23.6	7.7

<sup>1/</sup> See footnote <sup>1/</sup> to table V-12.

city of Grants Pass and 12 rural elementary schools in Josephine County.

The program revolves around nine resource teachers who work to improve the reading, number relationships, and writing of children on a 1-to-1 basis or in small groups.

Classroom teachers refer to the program the children who they feel need special help. Each child is given a battery of tests before final acceptance. Some have emotional problems. Eighty-three physical defects were discovered that contributed to their poor academic and emotional performance. In each instance, these were identified and correction started as the child entered the program.

The resource teachers then work closely with each child. The child attends special sessions one class period each day, and the teacher keeps a day-to-day progress record.

Materials used in the classes include audiovisual aids, a small library, supplementary textbooks, and educational games. The teaching approaches are innovative and keyed to the special needs of each child.

Services of a backup team are available to the resource teacher at all times. Backup services come from a social services coordinator, psychologists, and reading specialist. The resource person also works closely with city and county health and welfare agencies.

#### Supplemental Reading and Math Mobilab Rochester, New Hampshire

Two mobile units, equipped with audiovisual machines for supplemental help in reading and mathematics instruction, visit schools in three target attendance areas in the city.

A math and a reading teacher work with small groups of students who have been referred by their teachers and screened by the special instructors for the program. One teacher works in the mobilab while the other teaches in a classroom space within the school building. Both share the multimedia provided by the program. Midway in the program at each station the instructors exchange places so that all learners may share the advantages of the mobilab itself.

Interaction between the mobilab and staff teachers, as well as the education of the general public, is an important part of the project.

Through workshops and classroom demonstrations at each station, mobilab instructors show the teachers in the school system how to use the instructional media. The staff may then borrow from a resource center established by the mobilab at each station.

#### Mobile Reading Units Broward County, Florida

In Broward County, five mobile reading units serve 375 4th-grade children from 15 schools. These children were reading at approximately one grade or more below the expected level.

Each mobile unit was equipped with various devices including language machines designed to build vocabulary and listening skills, movie projectors, tachistoscopes, tape recorders, and programed readers. The staff for each unit consisted of a reading specialist and a developmental reading teacher aide.

For each child the remedial program was designed to meet his diagnosed needs.

#### English as a Second Language Gary, Indiana

Non-English-speaking children are taught English skills in small isolated classes for half a day. Classes are ungraded on all levels.

Students in the 1st grade receive concentrated instruction in listening and speaking before they are taught about the printed word. The same approach is used beyond the 1st grade. Reading and writing are introduced in classes above the 1st grade as soon as pupils begin to understand basic English.

The other half-day is spent in regular classrooms with regular pupils. This gives the Spanish-speaking child a chance to evaluate his own progress while preserving his identity with his peer group. Aides carry on the work done by the teachers in the morning.

As an example, after a teacher has taught a new dialogue to a group of children, the aide takes them to a portable lab while the teacher works with a second group. In the lab, the pupils practice the new dialogue with the aid of a tape recording. The aide monitors, corrects, and encourages the pupils.

### Pupil Personnel Services

Among the elementary pupils surveyed in 1967-68, about 14 percent participated in some form of pupil personnel services program, and about 3 percent participated in a special compensatory program designed specially for disadvantaged pupils. About 23 percent of the most severely and multiply disadvantaged pupils (type I) participated in the regular school pupil personnel program, and about 6 percent participated in a special compensatory program. A brief description of one such program follows:

#### Psychological and Remedial Services Lander, Wyoming

A psychologist directs and coordinates his staff, teachers, parents, and community leaders in a combined program for intensive assistance to disadvantaged children. The main focus of the program is on prevention, early detection, and help with learning problems.

Pupils with psychological, social, and special learning problems are referred to the project by classroom teachers in two title I schools. Referrals are based on underachievement in class and poor social behavior, poor school attitude, and poor attendance records. Many participants have delinquency and court records. In some instances, referrals are made by juvenile courts.

Each child referred to the project is tested, his problem diagnosed, and an appropriate corrective program planned.

School personnel working with the child in his regular classes and those involved in his corrective classes meet with the staff for directions and recommendations in supporting the program.

All regular and special school services are available to the child. These include individual or group therapy at the child's

regular school with the psychologist, speech therapy, special classes for the handicapped, remedial instruction, and classroom teachers with special inservice training.

### Health Services

Among the surveyed elementary pupils in 1967-68, about 53 percent participated in regular school health programs. Approximately 5 percent participated in a special compensatory health program designed specifically to serve disadvantaged pupils. Approximately 12 percent of all the severely and multiply disadvantaged pupils (type I) in that year participated in a special compensatory health program, and a similar percentage of severely economically disadvantaged (type IV) pupils did so. A brief description of one such program follows:

#### **School Health Program Duplin County, North Carolina**

The Duplin County schools provided children with a variety of health services. The nursing staff made 535 home visits during the school year to discuss with parents the health status of their children and to help make arrangements for treatment of their children's health problems. Medical examinations identified 38 children who required surgery. Several cases of glaucoma were treated and 142 pairs of eyeglasses were purchased. These were just some of the health services provided through the title I program in that area.

### Life Support Services

During the regular 1967-68 school year, an estimated 1,150,755 pupils in the title I assisted school districts received food services



paid for in whole or in part from title I funds. Another 769,589 pupils received such services during the summer session of 1968. <sup>4/</sup>

A brief description of such a program follows:

Food Service Program  
Sparta City, Tennessee

In the Sparta City elementary schools about 60 children from disadvantaged homes who were classified as undernourished and lacking in good food habits were provided with a daily lunch. In some cases what was given to them in school was the only food they received all day. They were given well-balanced meals, introduced to new foods, and shown different ways to prepare meals. According to the report many changes were obvious within just a few weeks. 1) The children had gained weight according to cumulative records; 2) they were happier; 3) they were more positive in their attitude toward eating and the school program in general; 4) they looked forward to trying new foods; 5) they were interested in where food came from and how it was prepared; and 6) they had the opportunity to learn and practice improved table manners.

Cultural Enrichment Activities

About one-third of the pupils enrolled in the elementary schools in 1967-68 participated in some form of cultural enrichment activity sponsored under provisions of title I. Nearly one-half of the severely and multiply disadvantaged (type I) pupils participated, and about 45 percent of the severely economically disadvantaged (type IV) pupils. These programs apparently were designed to compensate for the lack of contact in disadvantaged pupils' background with art, music, and other so-called cultural activities that are associated

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<sup>4/</sup> U.S. Office of Education. Statistical Report, Fiscal Year 1968: A Report on the Third Year of Title I ESEA.

with family life of the economically favored. Brief descriptions of two such programs follow:

Cultural Enrichment in Art  
Norfolk, Virginia

Through title I, Norfolk 1st- and 2d-graders were introduced to the world of art and art appreciation. Art teachers helped the regular teachers to interpret art techniques and develop lesson materials.

For the benefit of these children (as well as children in other grades) a painting and sculpture collection, containing the original work of local artists, was circulated among the schools. In addition, local artists visited the classrooms and the children in turn visited the artists in their studios.

Field trips to art museums, art exhibits, and colonial homes were also a part of the program.

Children in nonpublic schools and the local youth detention center also participated in various aspects of the program.

Summer Enrichment Program  
Fort Dodge, Iowa

More than 800 children in the primary grades participated in the summer enrichment program in Fort Dodge.

The program, which operated in 14 target area centers, focused specifically on communication skills. It was designed to help each child increase his reading, listening, and speaking vocabulary; to encourage him to talk, question, and draw conclusions; to make reading a pleasant, satisfying experience.

In the school library, the youngsters took part in dramatic productions; they read aloud and listened to literature records; they viewed films and filmstrips; and they selected books for use at home.

Art, music, and field trips were also an integral part of the program. Trips to the art center, the zoo, and the city library were used as vehicles for oral language development. Lunch at a restaurant provided the basis for lessons in good manners, health, and nutrition. Tasting parties provided new experiences for the children and extended their understanding of food not usually a part of their diets.

Preschool Activities

Title I programs, of course, were not limited to elementary and secondary schools. Some programs emphasized work with preschool children. Approximately \$42.4 million was expended from title I funds in 1967-68 to support compensatory programs for kindergarten and prekindergarten children. Superintendents reported that 228,120 children, ages 3 to 5, participated in the regular 1967-68 school year, and an additional 151,395 in the 1968 summer session. <sup>5/</sup>

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<sup>5/</sup> Ibid.

## VI. BENEFITS FROM TITLE I SUPPORTED PROGRAMS

Previous chapters of this report centered around four main questions:

- (1) Is title I money distributed according to the relative needs of local school districts and their relative abilities to service disadvantaged youngsters? (Chapter II)
- (2) What sort of schools are administering title I funds? (Chapter III)
- (3) What are the characteristics and special needs of disadvantaged pupils? (Chapter IV)
- (4) To what extent, if any, are special programs assisted by title I related to the needs of disadvantaged youngsters? (Chapter V)

This chapter is concerned with a fifth question: What measurable benefits, if any, do pupils gain by taking part in special programs supported by title I?

Because the approaches to the needs of the disadvantaged vary so widely between, and even within, local school districts, it is impossible to assess those benefits in any overall way. No single criterion will work for all programs. Reading achievement, for example, cannot serve as a standard for measuring the impact of special counseling or health programs. These programs do not directly help children to read better, although by improving their attitudes and health such programs may, in real but largely immeasurable ways, help children do better in other courses of study, including reading. But children ought to read better or become healthier as a direct result of their participation in special remedial reading or nutritional programs.

Moreover, title I funds furnish but a fraction of the support that goes into the education of disadvantaged pupils. As table II-8 shows, title I funds represent from one-fifth to one-third the total expenditure for the education of pupils taking part in programs assisted by title I. It is simply not feasible, therefore, to isolate the particular benefits that can reasonably be attributed to the "title I part" rather than to any other part of the school activities of disadvantaged pupils.

The Elementary and Secondary Education Act does not specify just what benefits disadvantaged children should receive from activities assisted by title I. Instead, the law leaves it to each local school district to formulate the objectives for its special programs, and to use title I funds in accordance with its own view of the needs of its disadvantaged pupils. School districts generally divide pupil needs into three groups: (a) Need for life support services, (b) need for basic skills development, and (c) need for cultural enrichment.

In 1967-68, districts used title I funds to furnish clothing to 165,325 pupils, food services to 1,920,344 pupils, dental care to 542,371 pupils, and medical attention to 2,029,601 pupils. Presumably, the benefits to these youngsters were clear and immediate.

In addition, districts used title I money to provide special services for 47,044 handicapped children, counseling and guidance services for 1,786,376 pupils, speech therapy for 208,987 pupils, and psychological services for 751,910 pupils. Benefits from these services are not so clear and immediate. To find ways of analyzing and measuring them would require data from each project supported by title I. Thus

far, there are no such data. The U.S. Office of Education has, however, begun to gather information that should shed some light on these areas of title I activity for the year 1969-70.

#### Preliminary Assessment of Title I Impact on Reading

Reading is the one area in which enough information is available to warrant at least a preliminary and provisional assessment of the impact of title I assisted programs. Approximately \$300 million of the title I money spent in 1967-68 went into special reading programs that reached a total of about 3.5 million pupils. That amounted to about \$68 per pupil.

The relevant question is: To what extent, if any, did participation in these reading programs relate to "gain scores" on standardized tests of reading? The 1968 Survey on Compensatory Education yielded achievement test scores in reading for approximately 80,000 pupils in grades 2, 4, and 6 who were enrolled in title I assisted schools and took part in compensatory reading programs, whether supported by title I or not. These scores, however, could not be analyzed without other comparable data such as parallel pretest and posttest scores. The schools surveyed were able to furnish these additional data for only 11,490 pupils. This was not a sufficiently large or representative number of pupils to constitute a statistically valid sample for the Nation as a whole. Most of these 11,490 pupils lived in large urban school districts, and a heavy proportion belonged to racial and ethnic minorities. While the data do not constitute a statistically valid sample of these districts or pupils, they do offer some indications of the impact of compensatory reading programs upon the pupils.

A close analysis of the data reveals the following:

- (1) Schools did, in fact, select as participants in compensatory reading programs those pupils with low scores on reading achievement tests.
- (2) For participating and nonparticipating pupils, the rate of progress in reading skills kept pace with their historical rate of progress.
- (3) Pupils taking part in compensatory reading programs were not progressing fast enough to allow them to catch up to nonparticipating pupils.
- (4) A number of pupils among both participants and nonparticipants had reading achievement levels below national norms. For both participants and nonparticipants that "deficit" grew progressively greater in each succeeding grade level sampled (grades 2, 4, and 6).

In addition to reading achievement scores, the 1968 survey produced information, for example, about the socioeconomic status of, and the expectation of teachers about, pupils at different reading achievement levels. When these factors are related to reading achievement levels, two significant facts emerge:

- (1) Those pupils who had large gains in reading achievement were, in every sense, less socially disadvantaged than those who did not gain. "High-gain" pupils came from families of higher income, their parents had more education, the occupations of parents required greater skills, and they were predominantly white.

- (2) The teachers of high gainers expected more of them. Teachers predicted that significantly more of the high gainers would go on to graduate from high school and enter college.

In greater detail, the survey suggested the following relationship between reading achievement and other factors:

- ° Significantly more of the high gainers were in schools with low concentrations of severely impoverished children (when "concentration of poverty" is measured by the percentage of pupils in families whose heads of households were receiving welfare payments or were unemployed).

- ° Participating pupils in schools with heavy concentrations of pupils with extremely low socioeconomic backgrounds consistently gained less in reading achievement than participating pupils in schools whose student bodies had higher socioeconomic backgrounds.

- ° Compensatory reading programs did not seem to overcome the reading deficiencies that stem from poverty. Poor students who took part in these programs showed less progress in reading achievement than more affluent students who took part.

- ° The educational attainment of parents seemed an efficient predictor of the educational achievement of their children. A significantly higher proportion of low gainers had fathers with no more than 8th-grade education.

- ° Parents of low gainers more often had jobs with low skill requirements than did parents of high gainers.

- ° There was a consistently higher proportion of Negro and Spanish-surnamed American pupils among the low-gain groups than among the high-gain groups.



° Initial reading achievement scores did not appear to be consistently related to later reading achievement gains.

° There was an extraordinarily consistent relationship between teacher expectations and the reading achievement gains of pupils. In other words, those pupils teachers regarded as least likely to finish high school also gained least in reading achievement.

° For participants and nonparticipants alike, there appeared to be little relationship between reading achievement gain and the location of their schools.

° There was no consistent relationship between the total hours per year that a pupil spent in compensatory reading activities and his reading achievement gain.

° There was no apparent relationship between reading achievement gain and the extent of pupil participation in special programs in subject areas other than reading.

## APPENDIX

## THE 1968 SURVEY ON COMPENSATORY EDUCATION

### Methodology

#### Introduction

This appendix describes the process utilized in the 1968 survey to examine the education of disadvantaged children in title I elementary schools. Survey research methods, data sorting and analysis, and applicability of data are discussed.

Attempts to examine and describe a complex social process involve a host of assumptions, simplifications, and abstractions. Examination of the education of disadvantaged children is no exception. Influences of home and community, basic formal education, and association with peer groups all have a profound effect upon the development of disadvantaged children. The task of the researcher is to untangle the complex web, to simplify, clarify, and explain. It is the task of the evaluator to interpret research results in terms of their implications for sound decisionmaking and educational planning.

The lack of precise tools for performing these tasks sometimes leads to oversimplification. We attempt to infer the level of educational support afforded by a child's home environment from a few questions about his parents' education and occupation. A child's academic status is measured by his response to 50 or a hundred written questions. We rely upon class size, class organization, and time devoted to various subject matter areas to indicate the nature of classroom learning activities. We attempt to simplify and understand the education of disadvantaged children by analyzing some of its components and viewing them in relation to one another.

### Research Design

Many different approaches to the evaluation of the title I program and title I projects have been employed by school districts, State departments of education, and the U.S. Office of Education. Many local school districts have used an experimental group-control paradigm in reporting the results of individual title I projects. Some States have based their evaluation of title I program effectiveness upon the proportions of projects in their States which did and did not achieve project objectives or attain significant pupil gains on achievement tests. 1/ In a search for comparable, objective data for use in a national evaluation of the title I program, the Office of Education employed as research tools a sample survey and a research design in which individual pupils were primary units of analysis. The use of individual pupil questionnaires made it possible to relate characteristics of pupil background and need to pupil participation in compensatory education programs and, in cases where data were available, to gains on standardized tests of academic achievement.

Based upon the assumption that not all pupils in title I schools receive compensatory education services (an assumption supported by data from the 1968 survey) it was decided that data on whole classes or whole schools would not provide sufficiently precise information on the operation of compensatory education programs. The research design assumed an administrative pattern in which title I funds were directed to schools in eligible attendance areas which then provided compensatory education services to some limited groups of pupils. Changes in achievement and

other relevant behavior that pupils exhibited were attributed to their participation in compensatory education programs. This research design allowed for considerable descriptive information on the population of pupils in title I elementary schools. Most prominent in the examination of the data were the analyses in which characteristics of those pupils who participated in compensatory education programs were compared to characteristics of pupils who did not participate. These analyses were considered indicators of the efficiency of title I program administrators in reaching those pupils most in need of compensatory education services. Further analyses were made of the changes in achievement of compensatory program participants as compared to the changes in achievement of those who did not participate. Investigations of the effects of contextual variables (class and school characteristics) on the relationship between compensatory education participation and achievement were included in the research design and were accomplished by matching data on pupils to other data reported by their teachers and principals.

### Survey Population

The population of schools sampled in the 1968 Survey on Compensatory Education consisted of those elementary schools offering services supported under title I of the Elementary and Secondary Education Act during the 1967-68 school year. The designation of schools as "title I" is based on a complex set of legislative and administrative criteria related to the program's objective of equalizing educational opportunity for educationally disadvantaged pupils in areas of concentration of low-income families.

Under the title I allocation formula, maximum authorizations are established for county units. These authorizations are based on the number of poor children aged 5 to 17 in the county, times one-half the maximum of the average per pupil expenditure for education of the State of which the county is a part or the average per pupil expenditure of the Nation. The number of poor children in the county is determined primarily from 1960 census data on poverty, and consists of: a) The number of children aged 5 to 17 who come from families with income under \$2,000 per year as of the 1960 census, b) the number of children in foster homes or who reside in institutions for the neglected and delinquent, and c) the number of children from families with incomes over \$2,000 per year who receive Aid for Families with Dependent Children. Allocation of title I funds to school districts within county units is a responsibility of State education agencies. Allocations are based on data which the State agency considers to best reflect the distribution of children in the county, aged 5 to 17, who are poor according to the definitions used in the county allocations. Criteria on minimum numbers of poor children and requirements for compliance with title VI of the Civil Rights Act of 1964 exclude some 2,000 of the 20,000 school districts in the Nation from participation in the title I program.

The selection of school districts for the 1968 Survey on Compensatory Education was based upon a sampling frame consisting of all school districts in the Nation with enrollments of 300 pupils or more which received allocations from title I for the 1967-68 school year. Thus the 1968 survey data are applicable to those public elementary schools participating in the title I program during the 1967-68 school

year, in the 10,979 districts which have enrollments greater than 300. Some school districts with high concentrations of low-income families probably have been excluded from the survey population because of non-compliance with title VI of the Civil Rights Act of 1964. Inclusion of these school districts would probably change the racial distribution of pupils in the sample by increasing slightly the total proportion of Negro pupils.

School districts are responsible for selection of schools for participation in the title I program. To select schools for title I program participation, school districts rank all school attendance areas in the district according to the percentage of poor children residing therein. The definition of poverty varies from school district to school district and may include one or more of the factors used in determining district allocations, with various definitions of low income. Schools eligible to participate in the title I program are those with attendance areas containing a higher proportion of poor children than the percentage in the school district as a whole.

Only pupils attending participating schools are eligible to receive title I services. The selection of schools and pupils for title I eligibility by these criteria, while assuring that many poor children will be eligible for title I services, does not assure that all needy pupils will be eligible nor that all affluent pupils will be ineligible. Poor children residing in socioeconomically heterogeneous neighborhoods are often ineligible. Similarly excluded are children residing in small pockets of poverty within school attendance areas containing larger groups of high-income families.

Not all schools eligible to participate in the title I program become participating schools. After determining those schools eligible for participation in the title I program, the school districts must assess the educational deficiencies of children in eligible attendance areas. Districts then determine the priority needs of such children by grade level or age group. Title I programs are established in some of the eligible schools to meet the priority needs of eligible children within the school district.

All pupils enrolled in schools participating in the title I program are eligible to receive title I services. However, not all pupils in title I schools can be designated "title I pupils." The 1968 survey data show a conscious selection of pupils for program participation. According to the data, slightly more than half of the pupils attending participating schools received either academic or ancillary services which can be termed "compensatory." Thus the 1968 Survey on Compensatory Education cannot be termed a survey of poor children or a survey of educationally disadvantaged children. Many poor and educationally disadvantaged elementary school pupils are outside the population of schools to which 1968 survey data generalize. Many attend schools which are eligible for title I funds but which do not provide services under the program. Many poor children attend schools which are not eligible to provide services under title I, and many affluent children attend schools which are eligible to provide services under title I.

Two populations of pupils have been designated in analyses of the data resulting from the 1968 survey. "Participants" are those pupils reported by teachers to be participating in an academic compensatory



education program during the 1967-68 school year. "Nonparticipants" are those pupils reported by the same teachers as not participating in academic compensatory education programs during the 1967-68 school year. It is important to note that the source of funds of the reported academic compensatory education programs was not determined in the survey. It is known, however, that all schools in the sample provided services supported under title I.

All of the pupils sampled in the 1968 survey were either in grades 2, 4, or 6 or in ungraded programs during the 1967-68 school year. The survey data are applicable to pupils in these grades within the population of schools defined above. It would be fair to generalize the findings to the entire span of grades 1 through 6 in this population of schools. However, the survey data are not applicable to either preschool or secondary school programs or children. An assessment of these populations will be made in future title I program evaluations.

#### Sample Design

The sampling design used in the 1968 Survey on Compensatory Education was developed by the Office of Education's National Center for Educational Statistics (NCES). The basic design required the selection of school districts as primary sampling units, schools within districts as secondary sampling units, class sections within schools as tertiary sampling units, and pupils within classes as the smallest units.

Survey questionnaires were sent to principals and teachers in 465 school districts. NCES staff selected, within these sample school districts, 3,822 elementary schools offering services funded through title I during the 1967-68 school year.

Sample school districts were chosen at random within four district enrollment strata. Sizes of district samples within the four enrollment strata were established by the principle of optional allocation. Enrollment designations, population sizes, and sample sizes for the four strata were as follows:

<u>Stratum</u>	<u>Enrollment within school district</u>	<u>Number of districts receiving title I funds</u>	<u>Sample size</u>
1	40,000 or more	92	92
2	9,000 - 39,999	668	118
3	3,000 - 8,999	2,100	137
4	300 - 2,999	<u>7,684</u>	<u>124</u>
	Total	10,544	465

The size of the school district sample and the method of sampling provided a nationally representative sample of those school districts which received funds under title I ESEA and which had enrollments of at least 300.

In table A-1 enrollment and school system statistics by size of school system are presented. Data for all public school systems in no case differ by more than 3 percent from extrapolations of sample data from the FY 1968 Title I Statistical Report sample of essentially the same 465 school districts. Data from these two sources on enrollment of public school pupils by district size differ by no more than 2 percent. The similarity of these data provides assurance that the 1968 survey sample of districts is essentially unbiased in its representation of school districts and public school pupils by size of school system.

NCES data indicate that the restriction of the 1968 survey sample to districts with enrollments in excess of 300 excludes a maximum of 4,662 pupils from the population under consideration. These pupils

comprise the total enrollment of the 8,393 school districts which have fewer than 300 students. While some 41 percent of the Nation's school districts are of this size, their total enrollment represents only 1.7 percent of the Nation's children.

The number of school districts sampled in each State and enrollment stratum can be found in tables A-2 through A-5.

Samples of schools within selected school districts were drawn by a modified random selection procedure with a sampling fraction of 1:1.4. To ensure that schools with extensive title I programs would be included in the sample, each sample school district was asked to designate its "heaviest service" title I school. Each of these schools was included in the sample with certainty. All other participating elementary schools were sampled within each district, at random with a 1:1.4 sampling fraction. Tables A-6 through A-9 list the number of sample schools in each enrollment stratum and State.

Survey questionnaires were sent to all principals and all teachers of grades 2, 4, and 6 in the sample schools, except for teachers of grades with fewer than 15 pupils enrolled. Principals were asked to complete questionnaires for themselves and for a sample of individual pupils in their classes. The numbers of sample teachers in each enrollment stratum and State are listed in tables A-10 through A-13. Each teacher in the sample was asked to complete questionnaires from three to six pupils in the class. The teacher was instructed to develop an alphabetical list of pupils enrolled in the class, number the pupils sequentially, and select pupils for the sample as follows:

Class enrollmentSelected pupils

12-16	2d, 7th, 12th
17-20	1st, 6th, 11th, 16th
21-23	4th, 9th, 14th, 19th
24-27	3d, 8th, 13th, 18th, 23d
28-31	2d, 7th, 12th, 17th, 22d, 27th
32	3d, 8th, 13th, 18th, 23d, 28th
33-36	1st, 7th, 13th, 19th, 25th, 31st
37-41	6th, 12th, 18th, 24th, 30th, 36th
42-46	5th, 12th, 19th, 26th, 33d, 40th
47-51	4th, 12th, 20th, 28th, 36th, 44th

The sample design was intended to produce national total estimates within 5 percent of true national totals and percentages at a confidence level of 95 percent. The sample was not intended to produce estimates of totals and percentages which would be representative for regions of the Nation, States, school districts, or schools. In sampling units at each stage of the design, it was recognized that such estimates might be affected by serious biases or poor precision.

Estimated totals and percentages were expected to be applicable to school districts participating in title I in the continental United States only and having enrollments of at least 300; and in those districts, the elementary schools, teachers, and 1st- through 6th-grade pupils in schools which participated in the title I ESEA program during the 1967-68 school year.

Weighting Data

Analysis of data from the 1968 Survey on Compensatory Education required the extrapolation of sample proportions and totals to proportions and totals for all elementary schools in the Nation which received services under title I of the Elementary and Secondary Education Act during the 1967-68 school year. Because a complex sample

design was employed in the 1968 survey, neither pupils, teachers, schools, nor school districts entered the selected sample with equal probabilities. The complexities of the sample design must be taken into account when calculating the a priori probabilities of selection of school districts, schools, teachers, and pupils for the survey and when calculating the weights which must be applied to these units when estimating national proportions and totals.

The weighting of sample data was consistent with the design described in the "Sample Design" section. Since school districts were selected within four separate strata of enrollment size, separate weights were calculated to extrapolate district totals to population totals for each stratum. In analyzing data for principals, teachers, and pupils within each grade, additional weights were required in order to arrive at school district totals. Products of weights were then applied to extrapolate pupil, teacher, and principal responses to district totals and to population totals within each enrollment stratum. The procedures are described in further detail below.

#### Stratum Weights:

Within each of the four district enrollment strata used in the survey, all school districts were subject to selection with equal probability. The probability of a district entering the sample in the  $i$ th stratum is therefore equal to

$$\frac{\text{Number of districts sampled in the } i \text{ th stratum}}{\text{Total number of districts in the population of the } i \text{ th stratum}}$$

Since not all sample districts within a stratum responded, the probability of district selection was adjusted in calculating weights

by assuming that all districts were equally likely not to respond; that is, failure to respond was considered a phenomenon of chance. The stratum weights were thus calculated as the inverse of the ratio

$$\frac{\text{Number of districts responding in the } i \text{ th stratum}}{\text{Total number of districts in the population of the } i \text{ th stratum}}$$

where  $i$  = stratum I, II, III, or IV.

The stratum weights used in the 1968 survey are tabulated below.

<u>Stratum</u>	<u>Enrollment size</u>	<u>Inflation factor</u>
I	40,000 or more	1.034
II	9,000 to 39,999	5.809
III	3,000 to 8,999	17.949
IV	300 to 2,999	59.225

#### Principal Weights:

Within sample school districts, schools were selected in one of two ways, as described in the "Sample Design."

The weight used to extrapolate data from principals of schools selected with certainty to data for the district was calculated as the inverse of the ratio

$$\frac{\text{Total number of principals responding from schools selected with certainty within district } j \text{ in stratum } i}{\text{Total number of schools selected with certainty within district } j \text{ in stratum } i}$$

where

$i$  = stratum I, II, III, or IV

$j$  = 1, 2, ...,  $n_i$

$n_i$  denotes the number of school districts in the sample in stratum  $i$ .

The weight used to extrapolate data from principals of schools selected with certainty to data for the Nation is the product of the principal weight and the stratum weight applied to those data.

The weights applied to data from principals in other schools (those not selected with certainty) are equal to the inverse of the ratio

$$\frac{\text{Total number of principals responding from noncertainty schools within district } j \text{ in stratum } i}{\text{Total number of other schools in the population in district } j \text{ in stratum } i}$$

where

$i$  = stratum I, II, III, or IV

$j$  = 1, 2, .... $n_i$

$n_i$  denotes the number of sampled school districts in stratum  $i$ .

It was assumed that all principals in a school district would be equally likely not to respond.

The weight used to extrapolate data from principals of the other schools in the sample, in arriving at data for the Nation, is the product of the principal weight and the stratum weight applied to those data.

#### Teacher Weights:

Teacher data from schools selected with certainty and from other schools in the sample were weighted separately, as were the data from principals. For each set of schools, data for teachers in each of grades 2, 4, and 6 were weighted separately.

The weights used to extrapolate teacher data to data for the district for each grade and school selection category are equal to the inverse of the ratio

$$\frac{\text{Total number of responding teachers in grade } m, \text{ school selection condition } K, \text{ district } j \text{ and stratum } k}{\text{Total number of teachers in the population in grade } m, \text{ school selection category } K, \text{ district } j, \text{ and stratum } i}$$

where

$i$  = stratum I, II, III, or IV

$j = 1, 2, \dots, n_i$

$k$  = "selected with certainty" or "not selected with certainty"

$m$  = grade 2, 4, and 6

$n_i$  denotes the number of sampled school districts in stratum  $i$ .

It was assumed that all teachers in a given grade, school selection category, and school district were equally likely not to respond.

The weights used to extrapolate teacher data to data for the Nation are equal to the product of the teacher weights and stratum weights applied to those data.

#### Pupil Weights:

Data for pupils were weighted separately for pupils in each of grades 2, 4, and 6, in schools selected with certainty and in the other schools in the sample. The weights were equal to the inverse of the ratio of the number of pupil questionnaires received to the number of pupils in the population within each stratum, school district, school, and grade. One simplification was made consistently in calculating weights for pupil data. The probability of selection for a given pupil depended in part upon the size of his class. A pupil in a class with fewer than 20 enrolled had a selection probability of about 1 in 5, given his teacher's selection. These slight differences in selection probability were ignored in calculating pupil weights. The resulting bias was deemed negligible.



The weights used to extrapolate pupil data to school district data for each grade and school selection category are equal to the inverse of the ratio

Total number of pupils for whom data were obtained in grade  $m$ , school selection category  $k$ , district  $j$ , and stratum  $i$  / Total number of pupils in the population in grade  $m$ , school selection category  $k$ , district  $j$ , and stratum  $i$

where

$i$  = stratum I, II, III, or IV

$j$  = 1, 2, ...,  $n_i$

$k$  = "selected with certainty" or "not selected with certainty"

$m$  = grade 2, 4, or 6

$n_i$  denotes the number of sampled school districts in stratum  $i$ .

The weights used to extrapolate pupil data to data for the Nation are equal to the product of the pupil weights and stratum weights applied to those data.

Weights applied to pupil data for schools selected with certainty and other sample schools in each responding school district are shown in table A-14.

### Survey Response

Of the 465 sample school districts in the 1968 Survey on Compensatory Education, 434 returned usable data. Thus, the overall school district response rate was 93.3 percent. Of the 92 school districts in enrollment stratum I (enrollment of 40,000 or more), 90 returned analyzable data. The district response rate in stratum I was 97.8 percent. The three districts in stratum I which did not provide usable and timely data were Hawaii, San Juan County (Calif.), and Washington, D.C.

Washington schools completed the survey questionnaire, but data were provided the Office of Education too late to be processed through optical mark sense equipment.

The district response rates for enrollment strata II, III, and IV were 98.3 percent, 89.3 percent, and 88.7 percent, respectively. Table A-15 shows the district response by State for all strata. The most serious case of district failure to respond was New York State, where only 24 of 30 sample districts provided usable data. Five of the six districts in New York which did not respond were, however, in enrollment strata III and IV. Tables A-2 through A-5 show school district response for each stratum and State. In stratum I, the California response rate of 10 out of 11 districts is lowest (with San Juan County missing, as reported above). In stratum II, 1 out of 5 and 1 out of 4 districts respectively, in Michigan and New York, failed to provide usable data. In stratum III, New York failed to provide data from 4 of 14 sample districts. Stratum IV data show no incidence of a high rate of failure to respond from any single State.

Analyzable data were provided by 3,359 of 3,822 sample title I elementary schools. The overall rate of school response was 87.9 percent. With the exception of Washington, D.C., which provided data after the survey deadline, the lowest significant State response rate was that of California, where 146 of 229 schools provided analyzable data. Of the 83 California schools which did not respond, 71 were located in districts with enrollments greater than 40,000. Fifty-four schools in Pennsylvania did not provide usable data. Thirty-five of these schools are located in the enrollment stratum of 40,000 or more pupils.

Maryland, Minnesota, and North Dakota provided usable data from 97 of 121 sample schools, 60 of 73 sample schools, and 7 of 11 sample schools, respectively. In all other States except Alaska, where 2 of 5 schools responded, response rates were at least as high as 84 percent. Table A-16 contains school response data for all enrollment strata by State. Tables A-6 through A-9 show school response data for each stratum and State. School response rates by stratum were: Stratum I - 86.4 percent, stratum II - 92.7 percent, stratum III - 86.4 percent, and stratum IV - 87.1 percent.

The 1968 Survey on Compensatory Education had a total teacher sample size of 32,742. Of these teachers, 27,117 provided usable data. The overall teacher response rate was 82.8 percent. In schools in stratum I districts, 18,039 of 22,541 teachers responded. The stratum I response rate was 80.0 percent. In strata II, III, and IV, the teacher response rates were 92.2 percent, 83.3 percent, and 85.8 percent, respectively. Analysis of teacher response data by State shows that, excluding Washington, D.C., the highest concentration of failure to respond were in the States of California, New York, and Pennsylvania. The teacher response rates for these large States are 49.6 percent, 84.9 percent, and 71.3 percent, respectively. The largest incidence of teacher failure to respond is in school districts with enrollments in excess of 40,000. Table A-17 shows teacher response data for all enrollment strata by State. Tables A-10 through A-13 show teacher response data for each stratum and State.

Data on teacher response rates for pupil questionnaires are not

for sample pupils in their classes is no higher than the proportion of teachers completing teacher questionnaires. The response rates for pupil questionnaires may be expected to approximate those reported for teacher questionnaires.

### Item Response

The proportion of responses to particular survey items varied with the content and form of the items. Proportions of response to items on the principal questionnaire related to descriptive analyses of title I schools and the pupils in those schools will be examined here.

Five variables were used extensively in the analyses to describe the efficiency with which compensatory education services were directed to needy pupils in schools of differing types of location. These five variables and their response rates are listed below:

<u>Item</u>	<u>Response rate</u> (Percent)
1. Teacher's estimate of pupil's family income	97.3
2. Teacher's expectation of pupil's educational future, considering his ability	99.4
3. Principal's report of urbanism of school location	99.5
4. Teacher's report of pupil's race	96.2
5. Principal's report of percent of pupils in school from families with head of household on welfare or unemployed	96.6

For any of the five items, the rate of failure to respond was less than 4 percent. Such high rates of response minimize the dangers of bias.

Table A-18 shows the responses to the above items and 22 others.

three of the 22 items had a failure to respond greater than

5 percent. Only 9.8 percent failed to respond to the Pupil Questionnaire item concerning pupil participation in compensatory education programs. Items on pupil participation in programs for treating social, emotional, or disciplinary problems and pupil participation in cultural enrichment programs had response rates of 94.5 percent and 91.8 percent, respectively. The Teacher Questionnaire item on racial composition of classes brought few responses to some options, but only the responses "Negro" and "other" (majority) were analyzed. The response rate for the item concerning the proportion of Negro pupils in the class was 97.6 percent.

For purposes of analysis it was assumed that the questionnaires in which the item on pupil participation was ignored would have yielded the same proportion of "yes" to "no" responses as did the questionnaires in which that item was answered. Responses to the item on academic program participation are being cross-tabulated with race of pupil and various indexes of socioeconomic status and educational disadvantage, in the attempt to further examine failure to respond to that item.

In no other case was the response rate for an item low enough to create a bias problem.

#### Reading Achievement Test Data Response

The 1968 Survey on Compensatory Education did not require any special administration of achievement tests to pupils in the sample. Teachers were requested to report the achievement test scores which were on file for these pupils. If test data were not available, provision was made for later collection of test scores. Teachers were

given a listing of the types of test data preferred, in order of priority. Most desirable were scores on parallel forms of the same battery of tests administered to the pupil at the beginning and end of the 1967-68 school year. The second most desirable scores were those on parallel forms of the same battery of tests administered to a pupil during the 1966-67 and 1967-68 school years. Rationale for emphasizing recency of preprogram test administration in preference to similarity of tests is given by Lord and Novick. <sup>2/</sup> If preprogram and postprogram test results for pupils were not available, teachers were instructed to report results of single tests.

The data which resulted provide considerable information on patterns of testing in title I elementary schools in the United States. Pre-program achievement test scores were reported for 12,062 pupils in grade 2, for 27,049 pupils in grade 4, and for 26,166 pupils in grade 6. Although preprogram scores were reported on more than 86 different achievement test batteries, five batteries provided 83 percent of the scores reported for pupils in a single grade.

Scores on nonparallel preprogram and postprogram tests were reported for 25,103 pupils, and analyzable scores on parallel preprogram and post-program tests were reported for 11,490 pupils, approximately 9 percent of the returned pupil questionnaires.

Data for seven different combinations of parallel preprogram and postprogram tests were determined to be analyzable if they met previously established criteria. Achievement data for parallel forms of a test

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<sup>2/</sup> Lord, F. M., and M. R. Novick. Statistical Theories of Mental Test Scores. Reading, Mass.: Addison-Wesley Publishing Co., 1968, pp. 47 ff.

battery were analyzed if scores were reported for at least 500 pupils in a given grade and tests were administered during the spring of the 1966-67 school year or in the fall of the 1967-68 school year and the spring of the 1967-68 school year. Thus, data concerning changes in reading achievement were analyzed if tests were administered at times immediately surrounding pupil participation in compensatory programs.

The seven test batteries for which analyzable data were provided concerning changes in reading achievement, and the number of pupils tested with each are:

Grade 2	Metropolitan Achievement Tests	620 pupils
Grade 4	Metropolitan Achievement Tests	3,940 pupils
Grade 4	Iowa Tests of Basic Skills	1,310 pupils
Grade 6	Metropolitan Achievement Tests	2,520 pupils
Grade 6	Iowa Tests of Basic Skills	1,340 pupils
Grade 6	Stanford Achievement Tests	1,120 pupils
Grade 6	California Achievement Tests	640 pupils

The 11,490 parallel scores from preprogram and postprogram reading achievement tests did not come from a nationally representative population of pupils in title I elementary schools. Tables A-19 through A-24 show that a majority of the States were not represented in any of the achievement test data. Furthermore, each of the test data files contains proportionately more scores for pupils in large and middle-sized cities than their numbers would warrant. For several of the test batteries, data from one State accounted for a sizable proportion of the total data. Thus the data concerning change in reading achievement do not

allow a national evaluation of compensatory reading programs in title I elementary schools in the Nation. It might be interesting to speculate that school districts with adequate test data might also have more sophisticated compensatory reading programs, but data are not available to test this hypothesis.

### Precision

Totals and percentages derived from a sample survey are subject to two principal sources of error--faulty sample design and differing response rates among critical sectors of the sampled units. That is, the totals or percentages for the sample may differ systematically from the actual totals and proportions for the population. Error due to faulty sample design is known as random error, since the practice of sampling itself does not produce results which differ systematically from the true figures. Generally, the larger the sample, the smaller will be the random error and the greater the precision.

The 1968 Survey on Compensatory Education was designed to produce estimated totals and proportions which would differ from the true values by no more than 5 percent at a confidence level of 95 percent. Of the five items used in the majority of the survey analyses, five of 20 response options met this level of precision. Another five response options produced proportions accurate to within 10 percent of the true proportion, with 95 percent confidence. The lowest precision was for "proportion of pupils in schools in rural areas near large cities." Since only 140,003 such pupils were reported, the high variation would be expected. Pupils' family incomes were reported with great precision



for all response options. "Under \$3,000 per year" had a coefficient of variation of 5.3 percent. The response "\$3,000 to \$6,000 per year" had a coefficient of variation of only 1.8 percent. The "\$6,000 to \$9,000 per year" and "over \$9,000 per year" responses had coefficients of variation of 2.2 percent and 5.0 percent, respectively. Pupil race had acceptable precision for the frequent responses "Negro" and "other" (majority). The coefficients of variation for these responses were 5.1 percent and 1.7 percent, respectively. The proportion of pupils participating in academic compensatory education programs was reported with a coefficient of variation of 3.1 percent. Thus with 95 percent confidence, the true proportion would be 5.8 percent above or below the reported proportion. Tables A-25 and A-26 show approximate 68 percent and 95 percent confidence intervals on the totals and proportions reported for each of the 45 possible responses to items used in the survey analyses. In no case did precision among the 45 item responses preclude analysis of data.

#### Structure of Questionnaire

The School Principal Questionnaire, Teacher Questionnaire, and Pupil Questionnaire of the 1968 survey required responses to questions on such topics as the socioeconomic composition of school student bodies, the background and experience of teachers, and individual participation in compensatory education programs.

The School Principal Questionnaire requested from the school principal or school administrative office data concerning school operations and population in several categories:

- a. Enrollment information - Daily attendance and membership for ESEA title I participants as well as for all students, mobility rates of the student body, and grade span of the school
- b. Fiscal data - Expenditures for salaries, supplies, and operating expenses for both regular and compensatory education programs; per pupil expenditures and starting salaries
- c. School facilities information - Age of school building and size of school library
- d. School personnel information - Characteristics of the principal, numbers of professional staff, and inservice training programs offered to school professional and paraprofessional personnel
- e. Socioeconomic information - Characteristics of the pupil population of the school, including reports of parents' occupations, school location, and neighborhood served by school
- f. Test data - Information extending over 3 school years on standardized achievement test scores for pupils in grade 4 or 5.

The Teacher Questionnaire requested data of the classroom teachers of grades 2, 4, and 6 in the sampled schools. The following categories of data were contained in the Teacher Questionnaire:

- a. Teacher characteristics - Experience, education, certification, and race
- b. Classroom organization and characteristics - Class enrollment and mobility, teaching organization (e.g., team teaching, ability grouping), and availability of teacher aide services
- c. Socioeconomic status information - Characteristics of the class as a unit, race, and education and occupation of pupils' parents
- d. Participation information - Percentage of pupils participating in specific ESEA title I academic programs.

The Pupil Questionnaire requested data on individual pupils in grades 2, 4, and 6 of ESEA title I schools in the sample. The

questionnaire was completed by the pupils' teacher and included the following categories:

- a. General information - Age, sex, grade, and attendance of pupil
- b. Socioeconomic information - Family income, parents' education and occupation, number of people in the home, type of home and neighborhood, race, and parents' contacts with school
- c. Pupil characteristics - Pupil's preschool experience, attitude, ability, native language, and mobility
- d. Pupil participation - Extent and intensity of pupil's participation in compensatory education academic and ancillary programs
- e. Achievement test scores - Pretest and posttest scores of pupil, including name of tests and dates of administration
- f. Pupil behavior - Pupil's behavior and ability to interact in the classroom.

The 1968 survey questionnaire contained three types of questions for teachers and principals. Factual information including pupils' birth dates, pupils' grade levels, attendance information, numbers of school personnel, and age of school building was usually available from school or district files, with errors occurring primarily through careless transposition of information.

Another category of factual data was clearly not available in the files of all schools or school districts, and the respondent was advised to respond to the best of his ability unless he had absolutely no basis for providing a response. Such data included the income of the families of pupils, the quality of pupils' housing, and the numbers of persons residing in pupils' households. It is recognized that data based on estimates by the respondent are subject to bias. For example,

teachers may underestimate or overestimate pupils' family incomes if such data are not available in school files.

The third type of question in the 1968 survey asked the opinion of the respondent. Two key questions of this type were "Considering his ability, how far do you think this pupil could go in school?" and "Considering his present attitude, how far do you think this pupil will go in school?"

To gain knowledge of the types of data available in schools and school systems for the use of principals and teachers responding to the 1968 survey, a supplementary survey was conducted in October 1968, in all school districts participating in the 1968 survey. School districts were asked to report the availability of information on the background characteristics of pupils, including early school experiences and socioeconomic status, for pupils in their schools. They were also asked whether the information was obtained from central office files of schools or from school district files.

#### Sources and Extensiveness of Available Data

The following factual data were available in nearly all school districts for each school: Cost of the district's compensatory education programs, number of pupils participating in the programs, standardized test results, average daily attendance, and average daily membership.

The costs of compensatory education programs were reported as prorations of districtwide per pupil expenditures or total expenditures by 41 percent of the reporting school districts. Thirty-six percent

reported data based upon actual recorded expenditures for each school. Total participation of public school pupils was based upon actual recorded data in 89.4 percent of the reporting districts. Only 60.4 percent of the reporting districts had available recorded data on participation by nonpublic school pupils.

Information regarding individual pupils was more difficult to collect because of the type of information requested and because student records are sometimes lost when the pupil transfers to another school district. Data on pupil socioeconomic status more frequently were not available.

For most pupils, school attendance records and scores on standardized achievement tests were available in the following categories: Pupil absences, pupil attendance at summer school, pupil attendance at kindergarten, number of schools each pupil attended, pupil participation in compensatory education programs, and pupil scores on various achievement tests. More than 90 percent of the school districts used national norms in reporting achievement tests.

Information was available for a number of other pupil background items, but there is no assurance that the information is kept up to date by all schools. Occupation of pupil's parents was available in more than 80 percent of the reporting districts. Educational level of parents was stated in school records in 65 percent of the reporting districts. Whether pupils were living with both parents was available in 78 percent of the cases reported. Records of parental contacts with the school principal were available in 60 percent of the reporting districts. Many school records lacked data on annual family income and the steadiness of parent employment.

Two small interview studies were conducted by researchers under contract with the Office of Education. These researchers met with teachers who had completed the 1968 survey questionnaires to determine the sources of data which teachers employed and the degree of teacher confidence in providing responses to various questions. While neither study was nationally representative, both studies provided clues as to the quality of specific survey items and guidance for the construction of the 1969 Survey on Compensatory Education.

The followup studies revealed that a number of terms used in the 1968 survey were not defined clearly and several questions were poorly worded. Not all school districts, principals, and teachers were familiar with the term "compensatory education." Some equated it with title I programs, while others included all compensatory education programs, regardless of source of funds. Similarly, definition of the term "neighborhood" was not clear to those completing questionnaires.

#### Validity of Data

An extensive search of the literature on studies of pupil socio-economic status did not reveal whether teachers are likely to provide more or less accurate data than other sources. It is therefore not possible to estimate the extent of teacher bias in reporting pupil background information not available in school files.

However, teachers were consistent in their estimates of pupil background variables, as illustrated in table A-27.

The relationship between teacher responses to the question "Considering his ability, how far do you think this pupil could go

in school?" and pupils' reading achievement test scores was so close that teacher predictions of pupils' academic future could be used instead of test information in some analyses. The relationship between teacher predictions and test scores is presented in table A-28.

Reports by principals of the percentage of pupils in their schools from families with head of household on welfare or unemployed were used to classify schools as to concentration of economically disadvantaged pupils. A search for relevant literature failed to produce studies on principals' abilities to make such estimations. However, the reports of principals, when compared to other indicators of economic status, reveal a consistency which supports the validity of principals' estimates. Table A-29 contains data on the percentage of pupils' families with head of household on welfare or unemployed and on the economic and educational characteristics of pupils' families.

#### Survey Procedures and Data Editing

##### Distribution of Questionnaires

The 1968 Survey on Compensatory Education was begun in April 1968 under the direction of the U.S. Office of Education. In most cases, survey materials were mailed to State departments of education for further distribution to participating local school districts. In a few cases, survey materials were sent directly to local school districts at the request of the State department of education. Within local school districts, district personnel distributed survey materials to principals in participating title I elementary schools. Principals, in turn, distributed teacher questionnaires and pupil questionnaires to teachers in grades 2, 4, and 6 for completion and return.

### Administrative Orientation

Procedures for administration of the 1968 Survey on Compensatory Education were specified at four meetings conducted by the Office of Education in April 1968 in Dallas, Chicago, San Francisco, and Washington, D.C. Representatives of all continental departments of education and most of the large school districts attended. Most of the representatives were title I coordinators or persons responsible for the evaluation of title I within State departments of education or local school districts. The meetings defined and explained the roles of State departments of education and school district offices in the administration of the 1968 survey.

A number of ESEA Title I Program Information Guides pertaining to the 1968 survey were distributed to State departments of education before and after the meetings held in April. On March 5, 1968, Guide No. 137 requested State evaluators to organize inservice workshops for title I coordinators or other local school district representatives responsible for the administration of the 1968 survey. On March 15, Guide No. 141 provided, in addition to an agenda for the April meeting, instructions on the distribution and retrieval of survey questionnaires. Program Information Guide No. 156, distributed on April 24, 1968, authorized the use of State title I program and administrative funds for payment of the costs incurred by State education agencies and local school districts in connection with the administration of the 1968 survey. On May 8, 1968, Program Guide 165 was distributed to State departments of education, offering assistance of the Office of Education to State departments of



education and local school districts in resolving any problems which may have arisen in the implementation of the survey and in the resolution of any administrative or legal problems which might have served to inhibit the timely and efficient collection of data.

#### Return of Questionnaires

Teachers returned completed questionnaires to their principal, who, when he had received all of the completed questionnaires in his school, sent them either to the school district office, to the State department of education, or to National Computer Systems, Inc. Principals were instructed to send questionnaires directly to National Computer Systems if their school districts and their State departments of education did not object to that procedure. Copies of all questionnaires were filed at local school district offices and at State departments of education.

#### Data Editing

The survey questionnaires were processed by National Computer Systems, Inc., between June and September 1968.

All three sets of questionnaires--pupil, teacher, and principal--were coded by the individual completing them. On the basis of these code numbers, pupil responses were matched to teacher responses and school principal responses. Prior to machine processing, pupil code numbers and teacher code numbers were checked for proper form sequence, and all pupil questionnaires were placed in order behind their respective teacher questionnaires. Each matched set of teacher and 3-6 pupil questionnaires was then machine processed. Principal questionnaires

were keypunched, and principal, teacher, and pupil files were then merged by computer.

During the processing of the matched sets of questionnaires, the data were examined by computer for obvious errors and inconsistencies according to editing specifications of the Office of Education. Responses were matched against specified tolerance limits, intrarecord comparison was made of a number of items and, on a more limited basis, interrecord comparisons were made. All data found to be in error by machine editing were flagged, reviewed by hand, and logically resolved whenever possible. In a limited number of cases, local school districts were contacted for assistance in resolution of errors. If errors could not be resolved, items were recorded as "blank" and were not used in data analysis.

As a part of machine processing, questionnaires were read by optical scanning equipment and automatically coded onto magnetic tape. The principal questionnaire, which was not designed in a format suitable for optical scanning, was keypunched. Data tapes for each questionnaire and data printouts of univariate statistics were provided to the Office of Education. Upon request, local districts and State departments of education were provided tapes of the survey data which they had submitted.

Initial analysis of survey data was completed under contract by Dr. William Madow and Mr. Martin Gorfinkel of Stanford Research Institute (SRI), Palo Alto, California. Specifications for data analysis were provided by Office of Education staff. SRI constructed cross-tabulations of survey data using the multiple table processor computer program developed by Dr. Madow. In addition, SRI computed coefficient variation tables for principal variables of analysis.

### Editing of Achievement Test Data

Preprogram and postprogram reading achievement test scores were provided by teachers for 55,335 pupils in grades 2, 4, and 6. Not all of these data were analyzable. Different test publishers standardize tests on different norm populations so one cannot correctly pool scores from different tests. Therefore, achievement test scores were analyzed separately for each grade and achievement test title. Further specifications required that preprogram and postprogram achievement tests parallel and that scores be available for at least 500 pupils within a single test file. These criteria reduced the entire set of analyzable achievement change data to seven test files containing a total of 11,490 pupil records. Usable scores for 6th-grade pupils were available on the Metropolitan Achievement Tests, the Iowa Tests of Basic Skills, the Stanford Achievement Test, and the California Achievement Tests. Usable scores for 4th-grade pupils were available on the Metropolitan Achievement Tests and the Iowa Tests of Basic Skills. The single file of usable scores for 2d-grade pupils came from the Metropolitan Achievement Tests.

Publishers' test administration manuals were consulted to determine the minimum and maximum grade equivalent scores for each test. Each preprogram and postprogram achievement test record was then compared by computer to the published minimum norms appropriate to that test. All scores which fell outside these limits were flagged by computer and associated pupil records were listed.

Discrepancies in individual test records were resolved through logical analysis of selected data within the record. Such data included

standardized scores on reading achievement tests other than grade equivalent scores, such as percentiles and stanines; achievement test scores in the subject areas arithmetic and language; composite achievement scores; socioeconomic background variables; and teachers' predictions of the educational futures of pupils. In the few cases where data were not available to resolve reading achievement test errors, pupil records were deleted from the file. Fewer than one-half of 1 percent had to be deleted for this reason. All resolved records were merged with the original computer file of achievement scores.

Not all grade equivalent test data were based upon national test norms. A small survey, supplementary to the 1968 Survey on Compensatory Education, requested school districts to designate norms used in reporting test scores. Using the reported norms, all test scores used for analysis of changes in achievement were corrected to national norms by hand. In cases where supplementary survey questionnaires were not returned, the information was obtained from State departments of education and local education agencies by telephone. All corrections were hand edited into the computer data files and were merged with valid records.

#### Analysis of Data

##### Descriptive Analyses

The descriptions of characteristics of pupils, teachers, and schools in the population under consideration were obtained through a number of analytic techniques. Univariate frequency tabulations and multivariate cross tabulations were used most often to provide the numbers and percentages of the population having a particular

characteristic or set of characteristics. These numbers and percentages of the population under consideration were estimated from the sample data by extrapolation as described in the preceding section "Weighting of Data."

In univariate frequency tabulations, one variable or characteristic describing the population is analyzed independently of all other variables. Univariate frequency tabulations are reports of the number and percent of pupils, teachers, or schools in the population which possess a particular characteristic, for example, membership in a minority group.

Multivariate cross tabulations are used for analysis of the relationships between two or more variables. Six different types of cross tabulations were used in this analysis:

1. The relationships between two variables, A and B, were examined for pupils, teachers, or schools in the population having the characteristics of variable A and of variable B. Pupils, teachers, or schools with each of the characteristics of variable A were determined, then classified according to their characteristics of variable B. This cross tabulation yielded the number and percent of pupils, teachers, or schools having each possible combination of A and B characteristics.

2. The relationships between two variables, A and B, were examined for pupils in the population who participated in academic compensatory education programs during the 1967-68 school year and for pupils who did not participate in these programs. Pupils were first classified by their participation and nonparticipation in academic compensatory education programs. Participants were then classified by their variable A characteristics. All participants with specified variable A

characteristics were then classified according to their variable B characteristics. The same procedure was followed for nonparticipating pupils. Thus, participants and nonparticipants were compared as to the number and percent having each possible combination of A and B characteristics.

3. The same procedure was followed as for the second type of cross tabulation; however, in this case totals were presented for each group of participants and nonparticipants.

4. The relationships between two variables, A and B, were examined for pupils who participated in academic compensatory education programs during the 1967-68 school year. After determining which pupils participated in compensatory education programs, the participants were classified according to their variable B characteristics.

5. Relationships were examined according to the fourth type of cross tabulation with percentages included.

6. The ratio was determined of the number of participants with variable A and variable B characteristics to the number of participants and nonparticipants with those variable A and variable B characteristics.

#### Coefficients of Variation

Coefficients of variation for each response option of survey items specified by the Office of Education were computed by Dr. William Madow of SRI. The coefficient of variation of the extrapolated population total for an item option is equal to the ratio of the standard deviation of the option total to the extrapolated total. A similar formula holds for coefficients of variation of estimated proportions.

## TABLES FOR APPENDIX

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Table A-2. Number of school districts sampled and number and percent responding in enrollment Stratum I (40,000 or more pupils), by State: School year 1967-68

State	Number in sample	Number responding	Percent response
	Total	92	90
			97.8
Alabama	4	4	100.0
Alaska	0	0	--
Arizona	0	0	--
Arkansas	0	0	--
California	11	10	90.9
Colorado	2	2	100.0
Connecticut	0	0	--
Delaware	0	0	--
District of Columbia	1	1	100.0
Florida	10	10	100.0
Georgia	4	4	100.0
Hawaii	1	0	0.0
Idaho	0	0	--
Illinois	1	1	100.0
Indiana	2	2	100.0
Iowa	1	1	100.0
Kansas	1	1	100.0
Kentucky	2	2	100.0
Louisiana	4	4	100.0
Maine	0	0	--
Maryland	5	5	100.0
Massachusetts	1	1	100.0
Michigan	2	2	100.0
Minnesota	2	2	100.0
Mississippi	0	0	--
Missouri	2	2	100.0
Montana	0	0	--
Nebraska	1	1	100.0
Nevada	1	1	100.0
New Hampshire	0	0	--
New Jersey	1	1	100.0
New Mexico	1	1	100.0
New York	3	3	100.0
North Carolina	2	2	100.0
North Dakota	0	0	--
Ohio	6	6	100.0
Oklahoma	2	2	100.0
Oregon	1	1	100.0
Pennsylvania	2	2	100.0
Rhode Island	0	0	--
South Carolina	1	1	100.0
South Dakota	0	0	--

Table A-2. Number of school districts sampled and number and percent responding in enrollment Stratum I (40,000 or more pupils), by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	2	2	100.0
Texas	6	6	100.0
Utah	1	1	100.0
Vermont	0	0	--
Virginia	3	3	100.0
Washington	1	1	100.0
West Virginia	1	1	100.0
Wisconsin	1	1	100.0
Wyoming	0	0	--

-- Not applicable.

Table A-3. Number of school districts sampled and number and percent responding in enrollment Stratum II (9,000-39,999 pupils), by State: School year 1967-68

State	Number in sample	Number responding	Percent response
Total	118	116	98.3
Alabama	1	1	100.0
Alaska	0	0	--
Arizona	1	1	100.0
Arkansas	0	0	--
California	10	10	100.0
Colorado	2	2	100.0
Connecticut	4	4	100.0
Delaware	0	0	--
District of Columbia	0	0	--
Florida	3	3	100.0
Georgia	2	2	100.0
Hawaii	0	0	--
Idaho	2	2	100.0
Illinois	6	6	100.0
Indiana	6	6	100.0
Iowa	2	2	100.0
Kansas	0	0	--
Kentucky	0	0	--
Louisiana	3	3	100.0
Maine	1	1	100.0
Maryland	1	1	100.0
Massachusetts	5	5	100.0
Michigan	5	4	80.0
Minnesota	1	1	100.0
Mississippi	2	2	100.0
Missouri	1	1	100.0
Montana	0	0	--
Nebraska	0	0	--
Nevada	0	0	--
New Hampshire	0	0	--
New Jersey	5	5	100.0
New Mexico	2	2	100.0
New York	4	3	75.0
North Carolina	10	10	100.0
North Dakota	1	1	100.0
Ohio	3	3	100.0
Oklahoma	2	2	100.0
Oregon	0	0	--
Pennsylvania	6	6	100.0
Rhode Island	2	2	100.0
South Carolina	4	4	100.0
South Dakota	0	0	--

Table A-3. Number of school districts sampled and number and percent responding in enrollment Stratum II (9,000-39,999 pupils), by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	1	1	100.0
Texas	5	5	100.0
Utah	2	2	100.0
Vermont	0	0	--
Virginia	6	6	100.0
Washington	2	2	100.0
West Virginia	2	2	100.0
Wisconsin	2	2	100.0
Wyoming	1	1	100.0

-- Not applicable.

Table A-4. Number of school districts sampled and number and percent responding in enrollment Stratum III (3,000-8,999 pupils), by State: School year 1967-68

State	Number in sample	Number responding	Percent response
Total	131	117	89.3
Alabama	4	4	100.0
Alaska	1	1	100.0
Arizona	0	--	--
Arkansas	0	--	--
California	12	10	83.3
Colorado	0	--	--
Connecticut	2	1	50.0
Delaware	1	1	100.0
District of Columbia	0	--	--
Florida	3	3	100.0
Georgia	2	2	100.0
Hawaii	0	--	--
Idaho	1	1	100.0
Illinois	2	2	100.0
Indiana	4	4	100.0
Iowa	1	1	100.0
Kansas	1	1	100.0
Kentucky	3	3	100.0
Louisiana	1	1	100.0
Maine	1	--	--
Maryland	2	2	100.0
Massachusetts	4	3	75.0
Michigan	6	5	83.3
Minnesota	3	3	100.0
Mississippi	3	3	100.0
Missouri	2	2	100.0
Montana	0	0	--
Nebraska	1	1	100.0
Nevada	0	0	--
New Hampshire	0	0	--
New Jersey	3	2	66.7
New Mexico	0	--	--
New York	14	10	71.4
North Carolina	7	7	100.0
North Dakota	0	--	--
Ohio	9	9	100.0
Oklahoma	2	2	100.0
Oregon	0	--	--
Pennsylvania	16	13	81.3
Rhode Island	1	1	100.0
South Carolina	1	1	100.0
South Dakota	0	--	--

Table A-4. Number of school districts sampled and number and percent responding in enrollment Stratum III (3,000-8,999 pupils), by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	2	2	100.0
Texas	6	6	100.0
Utah	0	--	--
Vermont	0	--	--
Virginia	5	5	100.0
Washington	3	3	100.0
West Virginia	0	0	--
Wisconsin	2	2	100.0
Wyoming	0	0	--

-- Not applicable.

Table A-5. Number of school districts sampled and number and percent responding in enrollment Stratum IV (300-2,999 pupils), by State:  
School year 1967-68

State	Number in sample	Number responding	Percent response
Total	124	110	88.7
Alabama	1	1	100.0
Alaska	0	0	--
Arizona	1	1	100.0
Arkansas	6	6	100.0
California	7	5	71.4
Colorado	1	0	0.0
Connecticut	1	1	100.0
Delaware	0	0	--
District of Columbia	0	0	--
Florida	2	2	100.0
Georgia	3	3	100.0
Hawaii	0	0	--
Idaho	1	0	0.0
Illinois	12	8	66.7
Indiana	5	4	80.0
Iowa	6	6	100.0
Kansas	4	4	100.0
Kentucky	3	3	100.0
Louisiana	0	0	--
Maine	0	0	--
Maryland	0	0	--
Massachusetts	3	3	100.0
Michigan	3	3	100.0
Minnesota	5	5	100.0
Mississippi	1	1	100.0
Missouri	2	2	100.0
Montana	1	1	100.0
Nebraska	3	3	100.0
Nevada	0	0	--
New Hampshire	1	1	100.0
New Jersey	6	6	100.0
New Mexico	0	0	--
New York	9	8	88.9
North Carolina	0	0	--
North Dakota	4	3	75.0
Ohio	7	6	85.7
Oklahoma	7	7	100.0
Oregon	0	0	--
Pennsylvania	3	3	100.0
Rhode Island	0	0	--
South Carolina	0	0	--
South Dakota	1	0	0.0

Table A-5. Number of school districts sampled and number and percent responding in enrollment Stratum IV (300-2,999 pupils), by State:  
School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	2	2	100.0
Texas	10	10	100.0
Utah	0	0	--
Vermont	1	1	100.0
Virginia	0	0	--
Washington	2	1	50.0
West Virginia	0	0	--
Wisconsin	0	0	--
Wyoming	0	0	--

-- Not applicable.



Table A-6. Number of schools sampled and number and percent responding for school districts in enrollment Stratum I (40,000 or more pupils), by State: School year 1967-68

State	Number in sample	Number responding	Percent response
Total	2,312	1,998	86.4
Alabama	134	122	91.0
Alaska	--	--	--
Arizona	--	--	--
Arkansas	--	--	--
California	156	85	54.5
Colorado 1/	33	33	100.0
Connecticut	--	--	--
Delaware	--	--	--
District of Columbia	40	1	2.5
Florida	267	248	92.9
Georgia	76	72	94.7
Hawaii	6	0	0.0
Idaho	--	--	--
Illinois	141	132	93.6
Indiana	38	38	100.0
Iowa	12	12	100.0
Kansas	16	16	100.0
Kentucky	29	28	96.6
Louisiana	97	88	90.7
Maine	--	--	--
Maryland	91	76	83.5
Massachusetts	28	21	75.0
Michigan	98	90	91.8
Minnesota	42	29	69.0
Mississippi	--	--	--
Missouri	55	55	100.0
Montana	--	--	--
Nebraska	12	12	100.0
Nevada	8	8	100.0
New Hampshire	--	--	--
New Jersey 1/	21	21	100.0
New Mexico	22	21	95.5
New York	162	144	88.9
North Carolina	38	34	89.5
North Dakota	--	--	--
Ohio	150	134	89.3
Oklahoma	55	54	98.2
Oregon	16	16	100.0
Pennsylvania	130	95	73.1
Rhode Island	--	--	--
South Carolina	25	23	92.0
South Dakota	--	--	--

Table A-6. Number of schools sampled and number and percent responding for school districts in enrollment Stratum I (40,000 or more pupils), by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	55	50	90.9
Texas	109	98	89.9
Utah	7	7	100.0
Vermont	--	--	--
Virginia	59	57	96.6
Washington	13	13	100.0
West Virginia	53	47	88.7
Wisconsin	18	18	100.0
Wyoming	--	--	--

1/ In a limited number of cases, school districts sent questionnaires for use in schools other than those in the original sample design. The number of schools not in the original sample from which data were received is as follows: Colorado, 2; New Jersey, 1; total, 3 schools. Sample size and response totals reported above include these schools.

-- Not applicable.

Table A-7. Number of schools sampled and number and percent responding for school districts in enrollment Stratum II (9,000-39,999 pupils), by State: School year 1967-68

State	Number in sample	Number responding	Percent response
Total	877	813	92.7
Alabama	13	11	84.6
Alaska	--	--	--
Arizona	2	2	100.0
Arkansas	--	--	--
California 1/	39	37	94.9
Colorado	21	20	95.2
Connecticut	31	31	100.0
Delaware	--	--	--
District of Columbia	--	--	--
Florida	27	24	88.9
Georgia	14	11	78.6
Hawaii	--	--	--
Idaho	16	16	100.0
Illinois	31	31	100.0
Indiana	39	39	100.0
Iowa	12	12	100.0
Kansas	--	--	--
Kentucky	--	--	--
Louisiana	27	27	100.0
Maine	11	11	100.0
Maryland	16	11	68.8
Massachusetts	47	45	95.7
Michigan	30	19	63.3
Minnesota	14	14	100.0
Mississippi	7	7	100.0
Missouri	3	3	100.0
Montana	--	--	--
Nebraska	--	--	--
Nevada	--	--	--
New Hampshire	--	--	--
New Jersey 2/	44	44	100.0
New Mexico	15	13	86.7
New York	25	16	64.0
North Carolina	81	77	95.1
North Dakota	4	4	100.0
Ohio	15	13	86.7
Oklahoma	15	15	100.0
Oregon	--	--	--
Pennsylvania	47	45	95.7
Rhode Island	9	9	100.0
South Carolina	30	29	96.7
South Dakota	--	--	--

Table A-7. Number of schools sampled and number and percent responding for school districts in enrollment Stratum II (9,000-39,999 pupils), by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	16	16	100.0
Texas	28	27	96.4
Utah	25	20	80.0
Vermont	--	--	--
Virginia	45	39	86.7
Washington	24	24	100.0
West Virginia	45	42	93.3
Wisconsin	7	7	100.0
Wyoming	2	2	100.0

1/ Data received from schools not in original sample design: California, 5; New Jersey 2; total 7. Sample size and response totals reported above include these schools.

-- Not applicable.

Table A-8. Number of schools sampled and number and percent responding for school districts in enrollment Stratum III (3,000-8,999 pupils), by State: School year 1967-68

State	Number in sample	Number responding	Percent response
Total	455	393	86.4
Alabama	22	17	77.3
Alaska	5	2	40.0
Arizona	--	--	--
Arkansas	--	--	--
California	28	18	64.3
Colorado	--	--	--
Connecticut	7	6	85.7
Delaware	2	2	100.0
District of Columbia	--	--	--
Florida	15	12	80.0
Georgia	8	6	75.0
Hawaii	--	--	--
Idaho	5	5	100.0
Illinois	10	9	90.0
Indiana	15	12	80.0
Iowa	6	6	100.0
Kansas	3	3	100.0
Kentucky	18	17	94.4
Louisiana	5	5	100.0
Maine	0	0	--
Maryland	14	10	71.4
Massachusetts	6	5	83.3
Michigan	16	16	100.0
Minnesota	8	8	100.0
Mississippi	9	8	88.9
Missouri	4	4	100.0
Montana	--	--	--
Nebraska	2	2	100.0
Nevada	--	--	--
New Hampshire	--	--	--
New Jersey	5	5	100.0
New Mexico	--	--	--
New York	30	25	83.3
North Carolina	33	32	97.0
North Dakota	--	--	--
Ohio	38	37	97.4
Oklahoma	9	9	100.0
Oregon	--	--	--
Pennsylvania	57	42	73.7
Rhode Island	2	2	100.0
South Carolina	2	1	50.0
South Dakota	--	--	--

Table A-8. Number of schools sampled and number and percent responding for school districts in enrollment Stratum III (3,000-8,999 pupils), by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	13	13	100.0
Texas	18	17	94.4
Utah	--	--	--
Vermont	--	--	--
Virginia	27	24	88.9
Washington	5	5	100.0
West Virginia	--	--	--
Wisconsin	8	8	100.0
Wyoming	--	--	--

-- Not applicable.

Table A-9. Number of schools sampled and number and percent responding for school districts in enrollment Stratum IV (300-2,999 pupils), by State: School year 1967-68

State	Number in sample	Number responding	Percent response
Total	178	155	87.1
Alabama	3	3	100.0
Alaska	--	--	--
Arizona	1	1	100.0
Arkansas	6	6	100.0
California	6	6	100.0
Colorado	1	0	0.0
Connecticut	2	2	100.0
Delaware	--	--	--
District of Columbia	--	--	--
Florida	5	5	100.0
Georgia	4	4	100.0
Hawaii	--	--	--
Idaho	1	0	0.0
Illinois	13	10	76.9
Indiana	4	4	100.0
Iowa	9	9	100.0
Kansas	10	9	90.0
Kentucky	9	9	100.0
Louisiana	--	--	--
Maine	--	--	--
Maryland	--	--	--
Massachusetts	4	3	75.0
Michigan	5	4	80.0
Minnesota	9	9	100.0
Mississippi	4	4	100.0
Missouri	2	2	100.0
Montana	1	1	100.0
Nebraska	4	4	100.0
Nevada	--	--	--
New Hampshire	1	1	100.0
New Jersey	7	7	100.0
New Mexico	--	--	--
New York	10	8	80.0
North Carolina	--	--	--
North Dakota	7	3	42.9
Ohio	13	11	84.6
Oklahoma	10	8	80.0
Oregon	--	--	--
Pennsylvania	7	5	71.4
Rhode Island	--	--	--
South Carolina	--	--	--
South Dakota	1	0	0.0

Table A-9. Number of schools sampled and number and percent responding for school districts in enrollment Stratum IV (300-2,999 pupils), by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	2	2	100.0
Texas	14	13	92.9
Utah	--	--	--
Vermont	1	1	100.0
Virginia	--	--	--
Washington	2	1	50.0
West Virginia	--	--	--
Wisconsin	--	--	--
Wyoming	--	--	--

-- Not applicable.



Table A-10. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum I (40,000 or more pupils), by State: School year 1967-68

State	Number in sample	Number responding	Percent response
Total	22,541	18,039	80.0
Alabama	987	929	94.1
Alaska	--	--	--
Arizona	--	--	--
Arkansas	--	--	--
California	1,431	576	40.3
Colorado 1/	232	231	99.6
Connecticut	--	--	--
Delaware	--	--	--
District of Columbia	422	3	.7
Florida	2,643	2,343	88.6
Georgia	663	597	90.0
Hawaii	45	0	0.0
Idaho	--	--	--
Illinois	1,783	1,615	90.6
Indiana	378	346	91.5
Iowa 1/	81	81	100.0
Kansas	115	101	87.8
Kentucky	289	279	96.5
Louisiana	938	817	87.1
Maine	--	--	--
Maryland	774	573	74.0
Massachusetts	138	120	87.0
Michigan	1,054	895	84.9
Minnesota	289	209	72.3
Mississippi	--	--	--
Missouri	587	426	72.6
Montana	--	--	--
Nebraska 1/	108	108	100.0
Nevada	73	69	94.5
New Hampshire	--	--	--
New Jersey	310	274	88.4
New Mexico	185	160	86.5
New York	1,865	1,656	88.8
North Carolina	350	324	92.6
North Dakota	--	--	--
Ohio	1,508	1,205	79.9
Oklahoma	497	336	67.6
Oregon	123	123	100.0
Pennsylvania	1,328	845	63.6
Rhode Island	--	--	--
South Carolina	145	140	96.6
South Dakota	--	--	--

Table A-10. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum I (40,000 or more pupils), by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	665	599	90.0
Texas	1,244	1,015	81.6
Utah	66	66	100.0
Vermont	--	--	--
Virginia	520	488	93.8
Washington	140	134	95.7
West Virginia	297	221	74.4
Wisconsin	268	135	50.4
Wyoming	--	--	--

1/ In a limited number of cases, school districts sent questionnaires for use in schools other than those in the original sample design. Consequently the number of teachers not in the original sample from which data were received is as follows: Colorado, 11; Iowa, 6; Nebraska, 1; total, 18 teachers. Sample size and response totals reported above include these teachers.

-- Not applicable.

Table A-11. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum II (9,000-39,999 pupils), by State: School year 1967-68

State	Number in sample	Number responding	Percent response
Total	6,257	5,769	92.2
Alabama	81	74	91.4
Alaska	--	--	--
Arizona	22	22	100.0
Arkansas	--	--	--
California	260	245	94.2
Colorado	138	121	87.7
Connecticut	244	237	97.1
Delaware	--	--	--
District of Columbia	--	--	--
Florida	190	167	87.9
Georgia	110	92	83.6
Hawaii	--	--	--
Idaho 1/	146	146	100.0
Illinois	197	189	95.9
Indiana 1/	326	316	96.9
Iowa	92	79	85.9
Kansas	--	--	--
Kentucky	--	--	--
Louisiana	187	185	98.9
Maine	58	58	100.0
Maryland	82	54	65.9
Massachusetts	277	258	93.1
Michigan	221	138	62.4
Minnesota	142	138	97.2
Mississippi	56	51	91.1
Missouri	39	39	100.0
Montana	--	--	--
Nebraska	--	--	--
Nevada	--	--	--
New Hampshire	--	--	--
New Jersey 1/	393	393	100.0
New Mexico	104	87	83.7
New York	232	164	70.7
North Carolina	575	552	96.0
North Dakota	24	18	75.0
Ohio	135	125	82.2
Oklahoma	97	92	94.8
Oregon	--	--	--
Pennsylvania	296	285	96.3
Rhode Island 1/	57	57	100.0
South Carolina	225	212	94.2
South Dakota	--	--	--

Table A-11. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum II (9,000-39,999 pupils), by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	114	107	93.9
Texas	222	214	96.4
Utah	174	156	66.1
Vermont	--	--	--
Virginia	288	259	89.9
Washington	178	173	97.2
West Virginia	210	205	97.6
Wisconsin	51	47	92.2
Wyoming	14	14	100.0

1/ Data received from teachers not in original sample design: Idaho, 9; Indiana, 12; New Jersey, 16; Rhode Island, 2; total, 39. Sample size and response totals reported above include these teachers.

-- Not applicable.

Table A-12. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum III (3,000-8,999 pupils), by State: School year 1967-68

State	Number in sample	Number responding	Percent response
Total	2,963	2,467	83.3
Alabama	108	86	79.6
Alaska	39	14	35.9
Arizona	--	--	--
Arkansas	--	--	--
California	224	117	52.3
Colorado	--	--	--
Connecticut	46	36	78.3
Delaware	18	16	88.9
District of Columbia	--	--	--
Florida	86	65	75.6
Georgia	53	38	71.7
Hawaii	--	--	--
Idaho	39	39	100.0
Illinois	53	51	96.2
Indiana	97	81	83.5
Iowa	28	28	100.0
Kansas	30	29	96.7
Kentucky	113	102	90.3
Louisiana	22	21	95.5
Maine	--	--	--
Maryland	62	48	77.4
Massachusetts	33	30	90.9
Michigan	120	110	91.7
Minnesota	94	94	100.0
Mississippi	73	63	86.3
Missouri 1/	26	26	100.0
Montana	--	--	--
Nebraska	13	12	92.3
Nevada	--	--	--
New Hampshire	--	--	--
New Jersey	36	36	100.0
New Mexico	--	--	--
New York	280	197	70.4
North Carolina	192	173	90.1
North Dakota	--	--	--
Ohio	226	218	96.5
Oklahoma	50	35	70.0
Oregon	--	--	--
Pennsylvania	378	299	79.1
Rhode Island	18	18	100.0
South Carolina	12	5	41.7
South Dakota	--	--	--

Table A-12. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum III (3,000-8,999 pupils), by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	54	49	90.7
Texas	127	119	93.7
Utah	--	--	--
Vermont	--	--	--
Virginia	158	157	99.4
Washington	25	25	100.0
West Virginia	--	--	--
Wisconsin	30	30	100.0
Wyoming	--	--	--

1/ Data received from teachers not in original sample design: Missouri, 2; total, 2. Sample size and response totals reported above include these teachers.

-- Not applicable.

Table A-13. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum IV (300-2,999 pupils), by State: School year 1967-68

State	Number in sample	Number responding	Percent response
Total	981	842	85.8
Alabama	21	21	100.0
Alaska	--	--	--
Arizona	10	10	100.0
Arkansas	27	27	100.0
California 1/	27	25	92.6
Colorado	6	--	0.0
Connecticut 1/	22	22	100.0
Delaware	--	--	--
District of Columbia	--	--	--
Florida	33	32	97.0
Georgia	27	27	100.0
Hawaii	--	--	--
Idaho	3	--	0.0
Illinois	71	39	54.9
Indiana	24	23	95.8
Iowa	32	32	100.0
Kansas	42	35	83.3
Kentucky	49	49	100.0
Louisiana	--	--	--
Maine	--	--	--
Maryland	--	--	--
Massachusetts	40	21	52.5
Michigan	19	19	100.0
Minnesota	34	34	100.0
Mississippi	27	26	96.3
Missouri	6	6	100.0
Montana	4	4	100.0
Nebraska	14	14	100.0
Nevada	--	--	--
New Hampshire	6	6	100.0
New Jersey	42	42	100.0
New Mexico	--	--	--
New York	73	64	87.7
North Carolina	--	--	--
North Dakota	33	21	63.6
Ohio	84	63	75.0
Oklahoma	43	43	100.0
Oregon	--	--	--
Pennsylvania	29	19	65.5
Rhode Island	--	--	--
South Carolina	--	--	--
South Dakota	6	--	0.0

Table A-13. Number of teachers sampled and number and percent responding for school districts in enrollment Stratum IV (300-2,999 pupils), by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	9	9	100.0
Texas	104	98	94.2
Utah	--	--	--
Vermont	5	5	100.0
Virginia	--	--	--
Washington	9	6	66.7
West Virginia	--	--	--
Wisconsin	--	--	--
Wyoming	--	--	--

1/ Data received from teachers not in original sample design: California, 4; Connecticut, 2; total, 6. Sample size and response totals reported above include these teachers.

-- Not applicable.



Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non-certainty	Certainty	Non-certainty	Certainty	Non-certainty	
30	00060	0.00*	6.42	4.88	6.94	5.00	9.04	1.034
38	00060	0.00	9.09	0.00	9.34	0.00	9.78	1.034
41	00060	6.88	7.86	5.57	8.18	5.00	9.09	1.034
30	00090	0.00	15.34	0.00	13.95	0.00	16.26	1.034
20	00120	7.42	7.66	5.06	8.30	4.60	8.32	1.034
30	00120	0.00	11.65	0.00	10.08	0.00	9.43	1.034
19	00150	5.74	10.32	5.74	11.95	6.57	11.18	1.034
19	00180	0.00	7.49	0.00	7.86	0.00	7.27	1.034
28	00300	5.63	9.88	4.80	9.62	5.00	9.78	1.034
54	00360	6.06	6.99	5.44	7.31	6.00	7.45	1.034
10	00390	5.72	7.94	6.29	8.18	5.83	8.10	1.034
19	00390	4.73	9.31	5.33	8.39	0.00	10.31	1.034
19	00480	4.85	8.38	5.50	8.85	5.34	8.58	1.034
30	00480	4.44	10.36	4.83	10.72	0.00	9.57	1.034
19	00510	4.89	8.73	4.80	8.03	4.95	8.36	1.034
30	00510	5.00	7.44	5.75	8.55	5.75	9.02	1.034
28	00540	4.88	6.62	4.53	7.23	5.61	7.19	1.034
58	00600	13.17	10.35	12.83	9.38	11.83	8.75	1.034
28	00840	5.53	9.04	6.25	9.04	4.88	9.36	1.034
19	00870	5.41	9.23	5.00	9.56	5.18	9.93	1.034
20	01020	5.35	8.78	5.47	8.52	4.90	8.13	1.034
28	01170	4.94	9.63	5.29	8.77	5.12	8.65	1.034
56	01260	0.00	11.73	5.58	9.26	5.12	8.42	1.034
19	01440	5.19	8.12	4.10	8.72	5.83	8.04	1.034
19	01500	4.00	8.15	4.08	7.96	3.67	8.16	1.034

Note: A listing of school districts by number, name, and location is provided as an annex to this table.

\*0.00 indicates no pupils in sample for indicated school condition and school district.

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
43	01500	4.82	10.53	5.41	9.61	4.58	9.66	1.034
19	01560	0.00	6.66	0.00	6.86	0.00	7.19	1.034
19	01590	2.25	7.58	2.35	7.45	2.43	7.35	1.034
20	01740	4.33	9.27	3.00	8.50	5.00	8.67	1.034
10	01920	0.00	8.22	0.00	8.91	0.00	8.60	1.034
50	02310	0.00	7.90	0.00	8.18	0.00	9.19	1.034
10	02370	4.83	8.60	5.50	8.85	5.00	8.67	1.034
10	02430	5.23	9.84	5.94	10.19	5.04	9.79	1.034
56	02670	5.00	7.54	5.21	7.61	5.08	7.32	1.034
31	02790	0.00	8.29	0.00	8.48	0.00	8.70	1.034
45	02790	5.03	10.64	5.54	10.76	5.27	10.60	1.034
52	02940	4.93	8.22	5.20	7.92	5.66	8.17	1.034
27	02970	5.00	8.77	5.46	9.39	5.67	9.22	1.034
43	02970	0.00	7.54	0.00	7.33	0.00	7.58	1.034
52	03180	5.55	9.01	0.00	8.15	0.00	8.51	1.034
56	03240	5.25	8.69	6.32	7.21	5.50	7.38	1.034
15	03360	4.68	9.14	5.67	9.12	0.00	9.22	1.034
27	03600	5.15	8.28	4.87	8.56	6.65	7.74	1.034
20	03870	4.89	11.99	5.31	10.50	5.09	14.22	1.034
24	03870	5.51	9.30	6.00	9.74	0.00	6.77	1.034
24	04770	6.00	8.80	5.30	9.61	6.53	8.23	1.034
15	04800	7.00	7.88	4.00	7.55	7.38	7.89	1.034
42	05850	0.00	9.67	0.00	10.27	0.00	9.37	1.034
45	06270	7.06	10.89	7.24	12.80	10.00	10.59	1.034
45	06570	11.83	12.14	4.97	9.02	3.83	8.98	1.034
45	06900	5.44	7.71	5.00	7.63	5.11	7.58	1.034
45	07590	5.40	7.08	5.94	8.33	5.47	8.65	1.034
25	08970	5.63	6.63	5.57	6.71	5.86	9.07	1.034
59	09600	5.63	17.33	13.25	19.93	5.00	12.84	1.034

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
57	09780	4.78	7.12	5.06	7.49	4.22	7.58	1.034
23	09930	6.58	8.76	4.90	8.79	6.00	9.35	1.034
47	10050	5.13	6.95	4.31	7.34	4.86	7.05	1.034
40	11340	0.00	8.54	0.00	8.29	0.00	8.07	1.034
32	12000	0.00	5.94	2.00	12.77	0.00	8.62	1.034
32	14520	4.88	11.66	5.51	10.06	5.83	10.38	1.034
14	14550	7.90	10.74	8.00	10.26	4.58	9.12	1.034
14	14880	6.17	18.28	6.75	18.51	6.17	21.31	1.034
53	15270	5.17	8.75	6.73	8.60	5.30	8.38	1.034
53	16230	0.00	109.09	0.00	143.35	0.00	128.75	1.034
35	16410	6.78	8.03	5.10	7.57	5.41	7.26	1.034
53	18300	5.30	6.58	5.29	6.47	4.82	6.35	1.034
48	19990	0.00	11.12	0.00	10.91	0.00	11.45	1.034
48	19170	0.00	11.22	0.00	9.92	0.00	10.86	1.034
53	19680	4.81	8.29	4.92	8.55	6.33	8.75	1.034
42	20580	0.00	13.80	0.00	15.83	0.00	15.15	1.034
33	21240	7.67	5.31	4.88	6.11	4.42	5.71	1.034
45	21510	5.08	8.03	5.13	8.08	4.73	8.29	1.034
14	22500	14.09	8.82	30.50	7.55	0.00	7.68	1.034
14	22710	0.00	61.40	0.00	64.81	0.00	72.86	1.034
46	22770	0.00	9.82	0.00	8.70	0.00	9.05	1.034
53	23540	5.14	7.71	5.54	8.18	4.82	7.59	1.034
42	24750	0.00	6.46	0.00	7.04	0.00	8.65	1.034
14	26370	6.83	7.97	6.00	10.36	13.00	13.17	1.034
14	28050	8.25	9.71	5.67	9.56	4.67	8.93	1.034
35	29280	10.00	15.97	6.67	8.17	5.89	8.27	1.034
46	30240	0.00	9.94	0.00	11.38	0.00	12.93	1.034
14	32550	7.58	17.13	6.50	17.88	0.00	19.62	1.034
14	33840	0.00	8.82	0.00	10.79	0.00	11.07	1.034

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
33	33840	5.00	24.82	4.61	23.91	5.47	27.88	1.034
14	34320	5.25	10.33	9.00	11.07	6.20	11.09	1.034
14	34410	0.00	17.43	0.00	21.86	0.00	17.01	1.034
53	38730	6.30	5.98	6.08	5.46	4.69	5.54	1.034
26	46770	0.00	9.62	0.00	10.32	0.00	10.56	1.034
37	74820	0.00	6.58	0.00	6.22	0.00	5.82	1.034
43	00030	5.58	11.37	5.08	10.61	5.56	9.28	5.809
49	00240	5.70	11.58	5.00	12.54	4.82	11.54	5.809
58	00300	4.13	8.26	5.38	7.29	5.08	9.38	5.809
28	00330	4.95	8.02	5.59	7.75	5.33	8.39	5.809
22	00360	5.20	7.37	5.22	7.82	5.75	7.56	5.809
59	00390	4.53	11.57	4.62	10.52	5.00	12.13	5.809
16	00450	5.13	8.10	5.20	7.00	5.00	13.39	5.809
10	00540	5.00	9.99	5.44	10.66	5.00	10.45	5.809
34	00630	7.72	20.22	6.20	14.43	7.30	23.27	5.809
54	00630	0.00	8.08	0.00	7.22	4.98	6.84	5.809
30	00660	0.00	10.46	0.00	10.18	0.00	15.17	5.809
49	01110	5.29	10.34	4.82	9.42	5.33	9.58	5.809
43	01200	4.75	8.35	4.90	7.81	5.78	8.21	5.809
54	01200	0.00	7.43	0.00	7.31	0.00	7.30	5.809
43	01230	4.92	8.82	5.67	7.71	5.06	7.80	5.809
58	01230	5.19	8.13	4.72	7.53	5.18	7.87	5.809
19	01260	5.33	6.56	4.92	9.57	5.20	9.00	5.809
43	01260	5.22	10.33	5.22	9.94	6.17	10.23	5.809
28	01410	5.17	9.07	5.13	8.48	5.00	6.10	5.809
43	01470	4.52	8.29	5.17	6.65	4.67	6.88	5.809
41	01500	5.20	9.60	5.09	9.06	5.33	8.36	5.809
16	01530	6.78	10.96	5.50	9.30	0.00	6.76	5.809
43	01620	7.00	8.75	4.89	8.13	4.67	8.36	5.809

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
19	01710	0.00	8.24	0.00	6.43	0.00	6.75	5.809
19	01770	4.38	20.37	4.88	21.15	4.64	11.82	5.809
43	01860	5.00	8.57	4.70	8.07	4.67	8.69	5.809
28	01890	4.18	12.62	5.00	11.23	5.20	6.82	5.809
14	01920	11.00	10.75	6.83	9.77	6.00	9.64	5.809
41	02250	18.67	10.40	0.00	10.04	0.00	8.18	5.809
52	02250	5.44	7.35	5.00	7.52	5.72	8.74	5.809
14	02310	5.27	9.98	5.50	11.60	8.20	0.00	5.809
50	02340	5.67	10.65	4.89	9.53	5.42	10.85	5.809
56	02340	0.00	9.35	0.00	16.06	0.00	11.21	5.809
20	02550	0.00	7.42	5.89	10.09	4.91	12.99	5.809
56	02550	5.05	12.00	5.78	16.62	0.00	7.29	5.809
22	02640	7.00	8.47	6.40	8.56	4.08	7.79	5.809
56	02640	0.00	8.59	5.31	12.88	5.17	12.78	5.809
20	02880	0.00	0.00	5.06	14.94	4.67	0.00	5.809
24	02880	4.68	10.77	5.23	11.74	4.83	16.53	5.809
34	02910	5.09	12.31	5.78	15.47	4.95	15.94	5.809
15	03060	4.85	7.97	5.22	8.43	5.63	8.27	5.809
16	03090	4.89	7.50	4.20	8.58	0.00	7.65	5.809
31	03090	5.23	11.97	4.92	12.00	5.58	12.24	5.809
33	03180	5.03	7.31	5.67	7.95	4.89	6.86	5.809
40	03300	4.33	8.48	4.73	8.09	5.31	8.41	5.809
56	03330	0.00	8.21	0.00	10.67	0.00	9.44	5.809
50	03360	5.50	7.41	5.08	7.31	6.33	7.65	5.809
43	03450	6.40	12.84	5.67	10.63	5.29	11.49	5.809
23	03600	5.40	7.96	5.44	8.61	6.00	8.05	5.809
24	03630	5.29	11.18	4.49	12.19	5.38	9.29	5.809
50	03720	5.04	14.12	5.48	21.27	5.12	16.93	5.809
43	03780	0.00	8.72	5.67	22.39	5.27	8.27	5.809

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
56	03810	5.50	12.59	4.31	11.50	5.20	11.86	5.809
50	03870	0.00	16.50	0.00	21.32	0.00	19.45	5.809
57	03870	97.00	7.71	5.13	7.83	5.00	8.68	5.809
56	03900	5.50	7.28	5.00	8.65	5.00	7.70	5.809
32	04260	6.33	11.08	5.07	10.98	0.00	8.42	5.809
24	04320	0.00	5.61	0.00	5.69	5.00	9.00	5.809
43	04620	6.39	8.02	5.25	9.49	5.56	10.30	5.809
23	04710	9.00	22.18	5.75	25.60	5.73	17.69	5.809
15	04920	8.50	6.34	4.55	9.13	5.25	7.97	5.809
15	06120	0.00	6.71	0.00	7.41	0.00	6.40	5.809
24	06390	10.00	6.58	5.56	6.62	2.25	6.75	5.809
40	06540	5.17	5.80	4.50	6.40	0.00	5.88	5.809
59	07020	5.11	13.72	5.72	13.91	5.67	10.00	5.809
24	07320	5.17	10.69	5.57	10.13	5.32	11.83	5.809
53	07440	5.29	10.09	5.08	10.55	5.56	11.07	5.805
12	07560	4.82	16.60	5.04	13.07	5.13	15.33	5.809
40	07830	5.40	7.89	4.96	8.48	5.12	7.69	5.809
25	08580	7.27	10.81	5.19	13.90	7.83	14.28	5.809
45	08580	5.00	13.35	5.17	12.79	5.47	13.13	5.809
24	08820	6.42	11.92	5.11	8.75	5.42	10.33	5.809
48	08850	4.71	9.33	4.53	11.17	4.67	10.88	5.809
48	09300	4.60	14.23	5.08	12.97	5.11	11.29	5.809
31	09630	4.63	7.52	5.00	7.94	4.75	7.77	5.809
31	09870	7.25	13.71	4.33	14.13	5.40	11.84	5.809
29	09930	5.25	6.38	4.79	6.47	5.76	7.27	5.309
57	10380	4.78	7.54	5.10	7.80	5.45	7.39	5.809
31	10890	7.15	11.28	6.54	12.10	7.08	12.91	5.809
48	10950	5.00	9.46	5.13	7.91	5.00	6.88	5.809
14	11460	14.00	121.50	18.75	42.17	6.50	33.64	5.809

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
40	12690	4.94	8.18	6.42	8.28	4.97	8.52	5.809
44	13020	8.25	7.80	7.00	9.48	5.20	10.81	5.809
31	13230	5.73	7.95	5.50	7.87	5.80	8.01	5.809
23	13710	6.67	12.73	4.50	12.52	6.10	11.76	5.809
45	13740	5.46	10.57	5.19	10.46	5.56	10.87	5.809
32	14070	6.89	9.73	4.83	10.15	5.33	10.17	5.809
23	14460	5.29	6.98	5.78	6.75	0.00	0.00	5.809
45	14670	5.13	10.21	5.54	9.61	5.46	11.20	5.809
23	16080	4.75	6.92	5.43	6.42	5.56	7.63	5.809
48	16410	5.33	8.15	5.50	8.36	5.08	9.29	5.809
46	17250	4.70	7.44	5.59	7.34	5.89	6.93	5.809
40	17280	5.25	8.35	5.00	8.28	5.07	0.00	5.809
14	17820	0.00	5.77	4.89	6.82	5.33	7.59	5.809
48	18340	3.14	12.11	2.93	9.70	5.23	8.92	5.809
42	20100	5.53	7.94	5.31	9.44	5.03	8.40	5.809
46	20970	5.17	13.51	5.72	15.15	5.25	14.87	5.809
53	22470	4.77	8.43	5.27	9.29	5.32	8.72	5.809
32	24840	4.83	7.26	4.67	6.78	4.90	8.75	5.809
14	25470	0.00	12.02	0.00	14.56	0.00	10.42	5.809
35	26070	4.92	10.33	4.85	9.90	5.58	10.83	5.809
48	26310	5.38	11.22	5.94	11.59	4.83	10.49	5.809
23	26400	5.33	13.75	5.20	11.77	5.80	13.33	5.809
25	26400	5.33	8.45	5.40	8.23	4.83	7.85	5.809
42	27300	5.65	10.52	4.92	9.35	4.79	10.38	5.809
42	28560	4.61	9.51	4.75	11.23	5.20	10.40	5.809
32	29460	5.67	10.93	5.73	10.29	5.29	10.24	5.809
14	32790	5.83	22.53	5.55	13.04	7.67	13.00	5.809
53	33120	5.06	0.00	6.22	0.00	5.00	0.00	5.809
14	34630	2.25	15.00	2.29	15.76	2.74	16.00	5.809

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
14	34710	5.00	25.45	11.00	22.00	5.18	22.18	5,809
14	36840	0.00	16.29	0.00	26.42	0.00	17.32	5,809
14	38460	7.11	12.90	5.42	7.10	5.42	17.71	5,809
53	44130	5.25	10.86	5.24	11.64	0.00	5.81	5,809
53	44280	4.73	7.17	5.23	6.99	5.15	6.73	5,809
43	00180	5.08	10.07	5.08	10.32	5.78	10.17	17.95
59	00360	0.00	7.63	0.00	7.26	0.00	6.57	17.95
30	00540	5.00	56.50	5.75	52.33	0.00	6.92	17.95
49	00540	6.05	20.75	6.30	21.50	6.78	19.50	17.95
11	00600	4.24	30.22	4.08	43.58	4.27	39.50	17.95
28	00600	4.50	10.92	5.85	9.54	5.33	8.81	17.95
50	00600	5.40	9.29	5.33	10.79	0.00	8.92	17.95
10	00660	0.00	9.04	0.00	15.14	0.00	11.90	17.95
10	00690	0.00	9.11	0.00	8.84	0.00	10.12	17.95
56	00690	5.50	10.61	5.75	9.64	7.25	11.18	17.95
10	00930	0.00	12.85	0.00	10.30	0.00	12.04	17.95
34	01200	0.00	10.57	0.00	9.15	0.00	8.58	17.95
17	01230	5.08	10.22	5.50	10.54	0.00	0.00	17.95
19	01290	0.00	28.89	0.00	35.29	0.00	24.80	17.95
50	01470	0.00	51.25	0.00	177.00	0.00	40.75	17.95
45	09660	5.06	12.81	4.82	16.24	5.13	13.67	17.95
19	01740	0.00	6.30	0.00	6.96	0.00	7.64	17.95
56	01740	0.00	6.87	0.00	9.22	0.00	34.63	17.95
22	01860	5.21	8.80	7.00	9.05	5.11	9.75	17.95
19	01980	5.00	15.52	5.58	18.75	5.87	60.67	17.95
48	02010	0.00	7.91	0.00	11.65	0.00	5.15	17.95
20	02250	5.69	13.23	5.20	18.13	4.37	19.67	17.95
43	02400	5.42	13.21	4.82	14.46	5.20	14.00	17.95
57	02460	5.00	0.00	4.80	0.00	4.75	0.00	17.95



Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
43	02760	6.67	8.27	7.00	7.05	5.83	7.91	17.95
10	02790	2.83	14.70	3.88	14.36	3.20	14.17	17.95
16	02880	0.00	0.00	0.00	0.00	0.00	10.63	17.95
43	02940	5.25	12.62	4.89	16.61	5.22	18.65	17.95
34	03060	4.67	6.61	5.83	8.23	4.67	6.33	17.95
27	03090	4.17	12.67	5.83	11.09	4.33	10.94	17.95
56	03150	4.92	10.10	5.75	9.58	0.00	11.67	17.95
48	03240	5.63	10.67	4.80	9.43	5.33	30.78	17.95
42	03270	0.00	5.11	0.00	5.00	0.00	5.50	17.95
52	03570	5.42	12.54	5.33	12.13	5.83	13.33	17.95
56	03660	5.44	7.31	5.24	6.76	5.00	7.93	17.95
20	03690	21.33	7.71	20.17	6.63	18.17	7.25	17.95
43	03900	4.60	9.89	5.22	10.78	5.71	10.94	17.95
24	03930	5.20	0.00	4.67	0.00	5.50	0.00	17.95
14	04110	0.00	28.33	0.00	21.17	0.00	11.17	17.95
56	04140	0.00	8.07	0.00	8.58	0.00	12.10	17.95
52	04380	6.50	13.26	5.50	11.85	6.67	12.94	17.95
43	04410	7.13	10.86	6.88	10.41	5.83	11.36	17.95
31	04500	0.00	0.00	8.89	0.00	0.00	5.40	17.95
27	04590	4.17	8.82	4.00	8.98	4.17	7.46	17.95
43	04740	0.00	9.00	0.00	9.74	0.00	7.94	17.95
34	04800	5.83	17.73	5.61	16.44	6.44	20.58	17.95
16	04860	4.67	5.30	4.55	6.18	4.25	6.83	17.95
27	04950	5.67	11.40	5.67	10.19	7.50	9.57	17.95
31	05280	0.00	19.50	0.00	27.00	0.00	14.50	17.95
48	06080	0.00	8.21	0.00	9.96	0.00	8.00	17.95
48	06240	0.00	8.96	0.00	7.88	0.00	10.81	17.95
42	06630	0.00	6.73	0.00	7.00	0.00	6.63	17.95
45	07110	5.60	10.00	6.25	8.93	4.75	9.86	17.95
24	07140	4.23	9.42	4.96	10.63	4.86	10.30	17.95

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
42	07290	0.00	9.10	0.00	8.61	0.00	10.08	17.95
42	07590	0.00	5.72	0.00	5.30	0.00	5.26	17.95
53	07590	4.81	9.82	4.93	10.20	5.50	13.50	17.95
31	07980	5.58	0.00	4.94	0.00	4.72	0.00	17.95
35	08670	5.33	0.00	4.80	0.00	0.00	0.00	17.95
57	08760	5.17	12.73	5.83	11.17	4.83	19.67	17.95
40	09240	0.00	7.50	0.00	6.84	0.00	9.96	17.95
48	09240	4.93	0.00	5.11	0.00	6.60	0.00	17.95
25	09480	6.33	9.20	4.40	9.66	5.25	8.39	17.95
33	09510	0.00	6.67	0.00	6.88	0.00	7.25	17.95
14	09690	4.89	17.00	3.61	19.25	5.92	15.77	17.95
57	10260	5.92	19.92	5.72	20.83	5.33	24.09	17.95
46	10390	0.00	7.00	0.00	6.62	0.00	7.00	17.95
53	10890	4.90	6.76	9.40	6.56	5.63	6.42	17.95
45	11280	5.61	5.21	5.06	5.51	4.94	5.25	17.95
33	11670	0.00	7.84	0.00	7.88	0.00	7.89	17.95
48	12080	5.17	5.57	6.00	6.72	5.40	5.82	17.95
24	12240	4.86	11.52	4.67	9.93	4.78	9.55	17.95
14	12330	12.17	9.58	0.00	7.42	0.00	14.17	17.95
24	12390	5.17	23.61	6.25	30.00	5.42	26.17	17.95
26	12870	4.88	7.36	4.94	7.17	5.50	7.03	17.95
45	13020	0.00	8.48	0.00	8.87	0.00	8.28	17.95
40	13200	5.25	12.44	5.68	11.06	5.11	11.13	17.95
45	13950	0.00	6.84	0.00	6.90	0.00	7.52	17.95
45	14010	5.17	19.25	5.67	17.60	5.67	22.33	17.95
48	14010	5.42	8.76	5.25	9.04	4.71	10.00	17.95
32	14280	4.75	0.00	4.82	0.00	4.92	0.00	17.95
14	14370	7.80	0.00	6.00	0.00	5.88	0.00	17.95
42	15420	0.00	5.36	0.00	4.74	0.00	0.00	17.95

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
14	15510	5.36	10.51	6.50	8.29	4.75	8.43	17.95
59	15750	5.17	12.25	5.33	13.88	5.17	11.78	17.95
14	16470	24.67	10.40	18.25	10.54	18.00	9.75	17.95
53	16710	0.00	10.25	0.00	10.37	0.00	10.07	17.95
53	16740	4.28	13.44	5.33	11.90	5.33	11.14	17.95
23	16800	3.17	16.00	3.17	9.67	3.33	13.30	17.95
45	17370	4.40	7.50	5.50	7.00	0.00	6.14	17.95
48	18660	0.00	32.17	0.00	25.20	0.00	73.33	17.95
32	18720	4.67	7.53	5.56	8.73	4.67	8.13	17.95
45	20010	0.00	7.39	0.00	7.09	0.00	6.76	17.95
32	20280	5.59	17.33	5.77	13.21	0.00	0.00	17.95
42	20370	0.00	11.30	0.00	8.97	0.00	9.42	17.95
42	21270	0.00	9.61	0.00	9.40	0.00	11.06	17.95
48	21810	0.00	6.98	0.00	6.82	0.00	7.33	17.95
48	22590	0.00	8.32	0.00	9.47	0.00	19.87	17.95
48	22620	0.00	39.67	0.00	47.67	0.00	4.83	17.95
48	22770	0.00	9.58	0.00	15.34	0.00	8.33	17.95
46	22800	5.00	8.91	5.20	8.77	5.30	9.28	17.95
45	23880	5.25	11.06	5.00	11.59	0.00	8.83	17.95
14	24030	6.06	0.00	4.89	0.00	0.00	0.00	17.95
32	24150	5.37	18.35	5.72	19.22	5.39	20.00	17.95
48	24480	0.00	15.72	0.00	16.03	0.00	14.50	17.95
35	26670	0.00	8.13	0.00	8.37	0.00	7.50	17.95
32	26970	5.74	0.00	0.00	0.00	0.00	14.30	17.95
42	27450	0.00	8.45	0.00	7.50	0.00	0.00	17.95
14	28230	0.00	6.73	0.00	5.42	0.00	6.90	17.95
23	31090	4.80	8.10	4.75	7.46	5.75	7.62	17.95
14	31410	0.00	10.71	0.00	12.27	0.00	9.24	17.95
42	31470	0.00	8.02	0.00	7.15	0.00	0.00	17.95

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
32	34560	4.43	10.61	14.25	10.57	5.50	10.80	17.95
33	40740	0.00	11.91	0.00	12.57	0.00	8.32	17.95
53	42030	6.38	33.00	5.11	58.50	5.13	27.75	17.95
53	42510	4.80	5.65	3.75	5.31	5.00	5.78	17.95
37	71580	5.11	11.08	6.30	11.30	4.83	17.00	17.95
19	00660	2.83	6.33	3.67	6.83	4.75	6.73	69.225
19	00750	5.79	21.47	5.37	19.35	5.67	17.53	69.225
27	00870	6.00	9.74	5.67	10.25	5.83	9.76	69.225
52	01350	5.17	0.00	4.80	0.00	6.25	0.00	69.225
40	01740	5.17	0.00	4.80	0.00	5.33	0.00	69.225
16	01980	0.00	2.17	3.83	5.35	2.35	0.00	69.225
24	02190	5.14	0.00	6.67	0.00	5.92	0.00	69.225
27	02220	4.52	7.48	4.42	10.25	0.00	4.81	69.225
42	02700	0.00	5.19	0.00	5.13	0.00	5.00	69.225
12	02910	4.20	0.00	4.67	0.00	4.85	0.00	69.225
37	03060	5.17	0.00	4.33	0.00	5.00	0.00	69.225
39	03270	5.00	0.00	4.67	0.00	5.09	0.00	69.225
46	03360	5.00	9.22	0.00	7.73	0.00	12.00	69.225
52	03390	5.67	0.00	4.70	0.00	5.88	0.00	69.225
10	03420	4.89	4.82	6.22	5.17	5.00	7.00	69.225
42	03480	0.00	8.00	0.00	11.50	0.00	8.29	69.225
36	03720	7.20	0.00	5.33	0.00	4.83	0.00	69.225
31	03960	0.00	9.79	0.00	11.75	0.00	0.00	69.225
13	03990	5.17	0.00	5.25	0.00	5.00	0.00	69.225
32	03990	0.00	9.50	6.33	0.00	5.67	0.00	69.225
13	04050	5.17	0.00	4.92	0.00	5.58	0.00	69.225
45	04620	4.82	0.00	4.75	0.00	0.00	5.17	69.225
20	04680	6.00	0.00	4.58	0.00	5.27	0.00	69.225
34	04680	5.12	10.09	5.21	12.04	7.24	15.83	69.225

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
27	04710	4.72	0.00	4.22	0.00	5.33	0.00	69.225
20	05100	5.33	0.00	5.42	8.50	4.50	8.11	69.225
42	05340	0.00	10.88	0.00	5.53	0.00	5.43	69.225
20	05760	5.20	0.00	4.94	0.00	5.61	0.00	69.225
35	05790	5.00	0.00	5.20	0.00	5.00	0.00	69.225
31	05820	0.00	5.67	0.00	6.88	6.92	0.00	69.225
40	05940	0.00	7.91	0.00	9.11	0.00	7.86	69.225
33	06180	4.33	0.00	4.00	0.00	5.00	0.00	69.225
24	06210	8.50	0.00	9.17	0.00	5.40	0.00	69.225
13	06360	4.17	0.00	4.60	0.00	4.75	0.00	69.225
26	06570	4.25	0.00	5.25	0.00	5.75	0.00	69.225
40	07200	4.88	0.00	6.00	0.00	5.38	0.00	69.225
26	07560	4.33	5.94	5.75	7.27	5.40	7.26	69.225
25	07980	5.50	7.75	5.00	8.13	0.00	5.07	69.225
55	08850	5.22	0.00	4.50	0.00	5.60	0.00	69.225
33	09480	0.00	8.77	0.00	9.42	0.00	8.15	69.225
45	09540	0.00	8.31	0.00	10.50	0.00	15.50	69.225
24	09570	5.50	0.00	6.67	0.00	6.67	0.00	69.225
40	09600	5.50	0.00	5.78	0.00	18.42	0.00	69.225
46	09660	0.00	5.75	0.00	5.58	0.00	5.09	69.225
23	09840	0.00	0.00	1.60	0.00	2.00	0.00	69.225
33	10050	6.25	0.00	4.00	0.00	4.00	0.00	69.225
46	10050	3.83	0.00	4.33	0.00	4.50	0.00	69.225
24	10170	5.61	0.00	6.33	0.00	5.33	0.00	69.225
46	10440	5.40	0.00	8.25	0.00	5.33	0.00	69.225
40	10680	6.00	0.00	0.00	5.13	7.00	0.00	69.225
13	10740	5.20	0.00	5.67	0.00	6.50	0.00	69.225
31	11070	6.08	0.00	0.00	0.00	0.00	0.00	69.225
42	11400	0.00	8.79	0.00	9.20	0.00	10.08	69.225

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
42	11490	0.00	4.88	0.00	4.83	0.00	5.00	69.225
13	11670	5.00	0.00	5.00	0.00	6.33	0.00	69.225
13	12000	4.88	0.00	5.33	0.00	5.00	0.00	69.225
57	12510	6.00	0.00	5.20	0.00	5.50	0.00	69.225
25	12750	5.00	0.00	4.88	0.00	4.71	0.00	69.225
45	12990	5.00	0.00	5.31	0.00	5.21	0.00	69.225
48	13080	0.00	8.08	0.00	10.44	0.00	9.44	69.225
23	13560	0.00	14.50	0.00	13.83	0.00	5.75	69.225
33	13950	8.00	0.00	3.50	0.00	4.33	0.00	69.225
14	14160	0.00	5.21	0.00	5.17	0.00	0.00	69.225
	14070	4.28	0.00	5.17	0.00	0.00	5.89	69.225
42	15870	0.00	5.56	0.00	4.68	0.00	5.55	69.225
53	16170	5.50	0.00	5.75	0.00	0.00	0.00	69.225
40	16980	0.00	13.86	0.00	12.93	0.00	0.00	69.225
44	17040	5.00	0.00	28.50	0.00	0.00	0.00	69.225
44	17460	5.60	0.00	5.20	0.00	5.30	0.00	69.225
48	17580	8.70	0.00	9.20	0.00	5.25	0.00	69.225
46	17850	5.62	0.00	4.65	0.00	7.67	0.00	69.225
32	18270	4.24	0.00	5.42	0.00	5.17	0.00	69.225
23	19020	0.00	17.90	0.00	23.00	4.57	0.00	69.225
35	19080	4.33	0.00	6.17	0.00	26.60	11.72	69.225
45	19320	4.60	8.89	4.50	7.36	6.00	0.00	69.225
44	19410	0.00	7.67	0.00	5.33	4.40	7.83	69.225
23	19650	0.00	9.82	0.00	11.56	0.00	0.00	69.225
14	19890	8.33	0.00	8.00	0.00	8.50	13.25	69.225
45	20700	0.00	62.00	5.52	4.67	5.92	0.00	69.225
26	20910	5.33	0.00	5.20	0.00	5.54	22.25	69.225
53	21060	4.63	4.95	5.16	5.86	0.00	6.45	69.225
53	21780	5.75	0.00	5.13	0.00	5.06	0.00	69.225

Table A-14. Weights applied to pupil questionnaire data for pupils in sampled schools selected with certainty and not selected with certainty, by grade of pupil and school district--Continued

State code	District code	Grade 2		Grade 4		Grade 6		Stratum weight
		Certainty	Non- certainty	Certainty	Non- certainty	Certainty	Non- certainty	
25	21840	5.20	26.00	4.88	26.00	127.00	0.00	69.225
53	22350	5.67	0.00	4.70	0.00	5.80	0.00	69.225
45	22530	10.50	10.00	5.48	0.00	5.12	0.00	69.225
14	22560	4.70	15.83	6.83	13.60	8.50	13.25	69.225
25	23220	4.50	0.00	4.75	0.00	5.00	0.00	69.225
23	23940	5.08	0.00	5.00	0.00	0.00	0.00	69.225
14	24420	7.67	0.00	8.17	0.00	7.60	0.00	69.225
42	24540	0.00	5.29	0.00	5.38	0.00	5.20	69.225
23	24720	5.00	0.00	5.50	0.00	5.40	0.00	69.225
53	24960	5.42	0.00	5.75	0.00	5.17	0.00	69.225
25	24990	6.75	0.00	5.00	0.00	5.00	0.00	69.225
46	25410	4.70	0.00	6.50	0.00	5.67	0.00	69.225
45	26550	4.38	0.00	4.38	0.00	5.83	0.00	69.225
53	26670	5.08	15.56	5.10	14.14	5.40	17.17	69.225
26	28260	9.50	0.00	4.25	0.00	5.00	0.00	69.225
42	28890	0.00	8.75	0.00	7.78	0.00	4.42	69.225
42	29970	0.00	11.39	0.00	12.20	0.00	15.58	69.225
33	30840	6.70	0.00	6.53	0.00	6.44	0.00	69.225
25	31620	7.50	0.00	5.00	0.00	5.40	0.00	69.225
32	32370	4.94	19.50	5.27	18.00	0.00	0.00	69.225
53	35760	0.00	0.00	5.58	0.00	6.00	0.00	69.225
14	37290	0.00	48.50	0.00	46.00	0.00	38.50	69.225
23	40200	0.00	10.00	0.00	20.00	0.00	7.50	69.225
23	40410	18.33	0.00	0.00	0.00	0.00	0.00	69.225
53	41250	5.29	0.00	5.47	0.00	5.27	0.00	69.225
53	41430	5.56	0.00	5.91	0.00	0.00	0.00	69.225
53	71060	0.00	0.00	0.00	6.00	181.00	0.00	69.225
37	76920	5.20	0.00	5.50	0.00	4.83	0.00	69.225
37	78000	5.33	18.00	6.75	13.00	4.40	11.00	69.225

Table A-14 Annex. List of State and district code numbers and names

State code	State name	District code	District name
10	Alabama	00390	Birmingham City
		00540	Calhoun County
		00660	Chilton County
		00690	Choctaw County
		00930	Covington County
		01920	Jefferson County
		02370	Mobile City & County
		02430	Montgomery County
		02790	Pike County
		03420	Tuscumbia County
11	Alaska	00600	North Star Borough
12	Arizona	02910	Florence Elementary
		07560	Scottsdale Elementary
13	Arkansas	03990	Carthage
		04050	Cave City
		06360	Fouke
		10740	Oak Grove
		11670	Portland
		12000	Rose Bud
14	California	01920	Alhambra City
		02310	Alum Rock Union Elementary
		04110	Bassett Unified
		09690	Corcoran Unified
		11430	Downey Unified
		12330	Elk Grove Unified
		14160	Fortuna Union Elementary
		14370	Franklin-McKinley Elementary
		14550	Fresno City Unified
		14880	Garden Grove Unified
		15510	Goletta Union Elementary
		16470	Hanford Elementary
		17820	Hudson Elementary
		17850	Hueneme Elementary
		19890	Kit Carson Union Elementary
		22500	Long Beach Unified
		22560	Loomis Union Elementary



Table A-14 Annex. List of State and district code numbers and names--  
Continued

State code	State name	District code	District name
14	California	22590	Los Alamitos Elementary
		22710	Los Angeles Unified
		24030	Martinez Unified
		24420	Mecca Elementary
		25320	Monrovia Unified
		25470	Montebello Unified
		26370	Mt. Diablo Unified
		28050	Oakland City
		28230	Oceanside Union Elementary
		29730	Panama Union Elementary
		31050	Pleasant View Elementary
		31410	Porterville City Elementary
		32550	Richmond Unified
		32790	Rio Linda Union Elementary
		33840	Sacramento City
		34320	San Diego City Unified
		34410	San Francisco
		34620	San Juan Unified
		34680	San Leandro Unified
		34710	San Lorenzo Unified
		36840	Simi Valley Unified
		37290	Soguel Union Elementary
		38460	Sunnyvale Elementary
15	Colorado	03060	Colorado Springs
		03360	Denver County
		04560	Hayton
		04800	Jefferson County
		06120	Pueblo City
16	Connecticut	00450	Bridgeport
		01530	Fairfield
		01980	Harwinton
		02880	Newington
		03090	Norwalk
		04860	Waterford
		04920	West Hartford
17	Delaware	01230	New Castle
18	District of Columbia	00030	District of Columbia

Table A-14 Annex. List of State and district code numbers and names--  
Continued

State code	State name	District code	District name
19	Florida	00150	Brevard County
		00180	Broward County
		00390	Dade County
		00480	Duval County
		00510	Escambia County
		00660	Glades County
		00750	Hardee County
		00870	Hillsborough County
		01260	Marion County
		01290	Martin County
		01440	Orange County
		01500	Palm Beach County
		01560	Pinellas County
		01590	Polk County
		01710	Seminole County
20	Georgia	01740	St. Johns County
		01770	St. Lucie County
		01980	Walton County
		00120	Atlanta City
		01020	Chatham County
		01740	DeKalb County
		02250	Franklin County
		02550	Gwinnett County
		02880	Houston County
		03690	Mitchell County
21	Hawaii	03870	Muscogee County
		04680	Taliaferro County
		05100	Treutlen County
		05760	Wilkes County
		00030	Windward Oahu
22	Idaho	00360	Boise
		01680	Kendrick
		01860	Lewiston
		02640	Pocatello
23	Illinois	03240	Albany
		03600	Alton
		04710	Aurora (West)
		09840	Chester East Lincoln
		09930	Chicago City
		13560	Effingham

Table A-14 Annex. List of State and district code numbers and names--  
Continued

State code	State name	District code	District name
23	Illinois	13710	Elgin
		14460	Evanston
		14850	Farmer City
		16080	Galesburg
		16800	Glenbard
		19020	Highland Park
		19650	Hoopeston Comm.
		23940	Macon
		24720	Markham
		26400	Moline
		31080	Pekin
		35310	Sandoval
		38010	Stonington
		40200	Venice
		40410	Virginia
24	Indiana	02190	Clinton-Hanna Noble CSC
		02880	East Chicago City
		03630	Ft. Wayne Comm.
		03870	Gary CSC
		03930	Goshen Comm.
		04320	Hammond City
		04770	Indianapolis City
		06210	Madison Township
		06390	Marion Comm. Schools
		07140	Mooresville CSC
		07320	Muncie CSC
		08320	JMS Perry Township
		09570	Ripley Township
		10170	Shoals CSC
		12240	Wa-Nee Comm. School
		12390	Warrick County CSC
25	Iowa	07980	Columbus Comm.
		08580	Davenport Comm.
		08970	Des Moines Ind. Comm.
		09480	Dubuque Comm.
		12750	Glidden-Ralston
		21840	Osage Comm.
		23220	Pomeroy Comm.
		24990	Russell Comm.
		26400	Sioux City Ind.
		31620	Whiting Comm.

Table A-14 Annex. List of State and district code numbers and names--  
Continued

State code	State name	District code	District name
26	Kansas	06570	Bennington
		07560	Bonner Springs Unified
		12870	Derby
		20910	Hill City
		28260	Melvern
		46770	Wichita City
27	Kentucky	00870	Calloway County
		02220	Glasgow City
		02970	Jefferson County
		03090	Kenton County
		03600	Louisville City
		04590	Owensboro City
		04710	Paris City
		04950	Pulaski County
28	Louisiana	00360	Caddo Parish
		00330	Calcasieu Parish
		00540	East Baton Rouge Parish
		00600	East Feliciana Parish
		00840	Jefferson Parish
		01170	Orleans Parish
		01410	St. Bernard Parish
		01890	Webster Parish
29	Maine	09930	Portland
		13350	Waterville
30	Maryland	00060	Anne Arundel County
		00090	Baltimore City
		00120	Baltimore County
		00480	Montgomery County
		00510	Prince Georges County
		00540	Queen Anne's County
		00600	St. Mary's County
		00660	Washington County
31	Massachusetts	02790	Boston
		03090	Brockton
		03960	Dalton
		04500	East Longmeadow
		05280	Gloucester
		05820	Hanson
		07980	Milton
		09630	Pittsfield

Table A-14 Annex. List of State and district code numbers and names--  
Continued

State code	State name	District code	District name
31	Massachusetts	09870	Quincy
		10500	Saugus
		10890	Somerville
		11070	Southwick
		13230	Worcester
32	Michigan	03990	Baraga Twp.
		04260	Bay City
		12000	Detroit City
		14070	Farmington
		14280	Ferndale City
		14520	Flint
		18270	Hesperia Comm.
		18720	Howell
		20280	Kenowa Hills
		24150	Monroe City
		24840	Muskegon City
		26970	Oscoda Area
		29460	Redford Union
		32370	Sparta Area
33	Minnesota	34560	Van Buren
		35580	Wayne Comm.
		03180	Anoka
		06120	Brandon
		09480	Coleraine
		09510	Columbia Hts.
		10050	Dassel
		11670	Excelsior
		13950	Heron Lake
		21240	Minneapolis Special
34	Mississippi	30840	Redwood Falls
		33840	St. Paul Special
		40740	Two Harbors
		00630	Biloxi Mun. Sep.
		01200	Columbus Mun. Sep.
		02910	Meridian Mun. Sep.
		03060	Neshoba County
35	Missouri	04680	Western Line Cons.
		04800	Yazoo County
		05190	Brashear R-2
		08670	Charleston R-1

Table A-14 Annex. List of State and district code numbers and names--  
Continued

State code	State name	District code	District name
35	Missouri	16410	Kansas City #33
		19080	Linn R-2
		26070	Raytown C-2
		26670	Riverview Gardens
		29280	St. Louis City
36	Montana	03720	Big Sandy Elementary
37	Nebraska	03060	Ansley
		71580	Hastings
		74820	Omaha
		76920	Spencer
		78000	Valentine
38	Nevada	00060	Clark County
39	New Hampshire	03270	Gorham
40	New Jersey	01740	Beverly City
		03300	Clifton
		05940	Glen Ridge
		06540	Hamilton Township
		07200	Highlands
		07830	Jersey City
		09240	Madison Borough
		09600	Mantua Township
		10680	Moonachie
		11340	Newark
		12690	Paterson
		12810	Pemberton Township
		13200	Pleasantville
		16980	Warren Township
		17280	Wayne
41	New Mexico	00060	Albuquerque
		01500	Las Cruces
		02250	Roswell
42	New York	02700	Alfred-Almond
		03270	Arlington
		03480	Auburn
		05340	Briarcliff Manor
		05850	Carthage
		07290	Chenango Valley
		07590	Clarence

Table A-14 Annex. List of State and district code numbers and names--  
Continued

State code	State name	District code	District name
42	New York	11400	Frankfort
		11490	Franklinville
		14130	Hempstead
		15420	Iroquois
		15870	Johnsburg
		19110	Merrick
		20100	Mt. Vernon
		20370	New Hartford
		20490	New Rochelle
		20580	New York City
		21270	Northport
		24540	Richburg
		24750	Rochester
		24990	Roosevelt
		27300	South Huntington
		27450	South Orangetown
		28560	Syosset
		28890	Trivalley
		31470	Williamsville
		31710	Woodmere
		31950	York
43	North Carolina	00030	Alamance County
		00180	Anson County
		00120	Duplin County
		01230	Durham City
		01260	Fayetteville City
		01500	Forsyth County
		01620	Gaston County
		01860	Greensboro City
		02400	Jones County
		02760	Macon County
		02940	McDowell County
		02970	Mecklenburg County
		03450	Onslow County
		03780	Randolph County
		03900	Roanoke Rapids City
		04410	Surry County
		04620	Union County
		04740	Warren County
44	North Dakota	13020	Minot
		14460	Oakes
		17040	South Bend
		17460	St. John
		19410	West Fargo

Table A-14 Annex. List of State and district code numbers and names--  
Continued

State code	State name	District code	District name
45	Ohio	02790	Akron
		03000	Benton-Carroll-Salem Harbor
		04620	Bluffton
		06270	Cincinnati
		06570	Cleveland
		06900	Columbus
		07110	Coshocton
		07590	Dayton
		08580	Fairborn
		09540	Frontier
		09660	Geneva
		11280	Jackson
		12790	Lockland
		13020	Logan
		13740	Mansfield
		13950	Marion
		14010	Marlington
		14670	Middletown
		17370	Painesville
		20010	South Euclid-Lyndhurst
		20700	St. Clairsville-Richland
		21510	Toledo
		22530	Warren #240
		23880	Wilmington
46	Oklahoma	03360	Atoka City
		10050	Dover
		10290	Duncan
		10440	Engletown
		17250	Lawton
		17350	Lindsay
		20970	Muskogee
		22770	Oklahoma City
		22800	Okmulgee
		25410	Quinton
		26550	Rush Springs
		30240	Tulsa
		33300	Wynnewood
47	Oregon	10050	Portland



Table A-14 Annex. List of State and district code numbers and name:--  
Continued

State code	State name	District code	District name
48	Pennsylvania	02010	Abington Heights
		02190	Allegheny Valley
		03240	Bellefonte Area
		06030	Clairton City
		06240	Coatsville Area
		08850	Easton Area Joint
		09240	Ellwood City Area
		09300	Erie City
		09660	Fannett Metal Union
		10950	Greater Johnstown Joint
		11610	Hatboro-Horsham Joint
		11670	Haverford Township
		12030	Hopewell Independence Raccoon
		13080	Lakeview
		14010	Lock Haven Joint
		16410	Neshaminy Joint
		17580	Northern Bedford County Joint
		18660	Penn Trafford
		18840	Pennsburg Joint
		18990	Philadelphia City
		19170	Pittsburgh
		21810	Solanco Area
		22590	Spring Grove Merged
		22620	Springfield Twp.
		22770	State College Area
		24480	Upper Merion Twp.
		26310	Wilkes-Barre City
49	Rhode Island	00240	Cranston
		00540	Johnston
		01110	Warwick
50	South Carolina	01470	Charleston County #9
		02310	Greenville County
		02340	Greenville County #50
		03360	Richland County #1
		03720	Sumter County #2
		03870	York County #3
51	South Dakota	41640	Leola

Table A-14 Annex. List of State and district code numbers and names--  
Continued

State code	State name	District code	District name
52	Tennessee	01350	Gadsden Special
		02250	Knoxville City
		02940	Memphis City
		03180	Nashville City
		03390	Perry County
		03570	Roane County
		04380	Washington County
53	Texas	07440	Abilene ISD
		07590	Alamo Heights ISD
		10890	Borger ISD
		14970	Connally ISD
		15270	Corpus Christi ISD
		16170	Dalingerfield ISD
		16230	Dallas ISD
		16710	Denison ISD
		16740	Denton ISD
		18300	El Paso ISD
		19680	Forth Worth ISD
		21060	Gonzales ISD
		21780	Gregory-Portland ISD
		22350	Happy ISD
		22470	Harlandale ISD
		23640	Houston ISD
		24960	Jourdanton ISD
		26670	Lancaster ISD
		33120	Northside ISD
		35760	Premont ISD
		38730	San Antonio ISD
		41250	Springlake-Earth ISD
		41430	Stanton ISD
		42030	Sweetwater ISD
		42510	Texas City ISD
		44130	Victoria ISD
		44280	Waco ISD
54	Utah	00360	Granite
		00630	Nebo
		01200	Weber County
55	Vermont	08850	West Rutland Town

Table A-14 Annex. List of State and district code numbers and names--  
Continued

State code	State name	District code	District name
56	Virginia	00690	Carroll County
		01260	Fairfax County
		01740	Greenville County
		02340	Lynchburg City
		02550	Nansemond County
		02640	Newport News City
		02670	Norfolk City
		03150	Pulaski County
		03240	Richmond City
		03660	Stafford County
		03810	Tazwell County
		03900	Washington County
		04140	York County
57	Washington	02460	Central Kitsap
		03870	Edmonds
		08760	Port Angeles
		09780	Seattle
		10260	South Kitsap
		10380	Spokane
		11640	Waitsburg
		12570	Zillah
58	West Virginia	00300	Fayette County
		00600	Kanawha County
		01230	Raleigh County
59	Wisconsin	00360	Antigo
		00390	Appleton
		07020	Juneauville
		09600	Milwaukee
		15750	Wauwatosa
60	Wyoming	01980	Cheyenne

Table A-15. Number of school districts sampled for the 1968 Survey on Compensatory Education and number and percent responding, by State: School year 1967-68

State	Number in sample	Number responding	Percent response
Total	465	434	93.3
Alabama	10	10	100.0
Alaska	1	1	100.0
Arizona	2	2	100.0
Arkansas	6	6	100.0
California	40	35	87.5
Colorado	5	4	80.0
Connecticut	7	6	85.7
Delaware	1	1	100.0
District of Columbia	1	1	100.0
Florida	18	18	100.0
Georgia	11	11	100.0
Hawaii	1	0	0.0
Idaho	4	3	75.0
Illinois	21	17	85.7
Indiana	17	17	100.0
Iowa	10	10	100.0
Kansas	6	6	100.0
Kentucky	8	8	100.0
Louisiana	8	8	100.0
Maine	2	1	50.0 1/
Maryland	8	8	100.0
Massachusetts	13	12	92.3
Michigan	16	14	93.8
Minnesota	11	11	100.0
Mississippi	6	6	100.0
Missouri	7	7	100.0
Montana	1	1	100.0
Nebraska	5	5	100.0
Nevada	1	1	100.0
New Hampshire	1	1	100.0
New Jersey	15	14	93.3
New Mexico	3	3	100.0
New York	30	24	83.3
North Carolina	19	19	100.0
North Dakota	5	4	80.0
Ohio	25	24	96.0
Oklahoma	13	13	100.0
Oregon	1	1	100.0
Pennsylvania	27	24	88.9
Rhode Island	3	3	100.0
South Carolina	6	6	100.0
South Dakota	1	0	50.0

Table A-15. Number of school districts sampled for the 1968 Survey on Compensatory Education and number and percent responding, by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	7	7	100.0
Texas	27	27	100.0
Utah	3	3	100.0
Vermont	1	1	100.0
Virginia	14	14	100.0
Washington	8	7	87.5
West Virginia	3	3	100.0
Wisconsin	5	5	100.0
Wyoming	1	1	100.0

1/ One high school district in Maine was erroneously sampled. The valid district response rate for Maine was therefore 100 percent.

Table A-16. Number of schools sampled for the 1968 Survey on  
Compensatory Education and number and percent responding, by State:  
School year 1967-68

State	Number in sample	Number responding	Percent response
Total	3,822	3,359	87.9
Alabama	172	153	90.0
Alaska	5	2	40.0
Arizona	3	3	100.0
Arkansas	6	6	100.0
California 1/	229	146	63.8
Colorado 1/	55	53	96.4
Connecticut	40	39	97.5
Delaware	2	2	100.0
District of Columbia	40	1	2.5
Florida	314	289	92.0
Georgia	102	93	91.2
Hawaii	6	0	0.0
Idaho	22	21	95.5
Illinois	195	182	93.3
Indiana 1/	96	93	96.9
Iowa	39	39	100.0
Kansas	29	28	96.6
Kentucky	56	54	96.4
Louisiana	122	120	98.0
Maine	11	11	100.0
Maryland	121	97	80.2
Massachusetts	85	74	87.1
Michigan	149	129	86.6
Minnesota	73	60	82.2
Mississippi	20	19	95.0
Missouri	64	64	100.0
Montana	1	1	100.0
Nebraska	18	18	100.0
Nevada	8	8	100.0
New Hampshire	1	1	100.0
New Jersey 1/	77	77	100.0
New Mexico	37	34	91.9
New York	227	193	85.0
North Carolina	152	143	94.1
North Dakota	11	7	63.6
Ohio	216	195	90.3
Oklahoma	89	86	96.6
Oregon	16	16	100.0
Pennsylvania	241	187	77.6
Rhode Island	11	11	100.0
South Carolina	57	53	93.0
South Dakota	1	0	0.0

Table A-16. Number of schools sampled for the 1968 Survey on  
Compensatory Education and number and percent responding, by State:  
School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	86	81	94.2
Texas	169	155	91.7
Utah	32	27	84.4
Vermont	1	1	100.0
Virginia	131	120	91.6
Washington	44	43	97.7
West Virginia	98	89	90.8
Wisconsin	33	33	100.0
Wyoming	2	2	100.0

1/ In a limited number of cases, school districts sent questionnaires for use in schools other than those in the original sample design. The number of schools not in the original sample from which data were received is as follows: California, 5; Colorado, 2; Indiana, 2; New Jersey, 1; total, 10 schools. Sample size and response totals reported above include these schools.

Table A-17. Number of teachers sampled for the 1968 Survey on  
Compensatory Education and number and percent responding, by State:  
School year 1967-68

State	Number in sample	Number responding	Percent response
Total	32,742	27,117	82.8
Alabama	1,197	1,110	92.7
Alaska	39	14	35.9
Arizona	32	32	100.0
Arkansas	27	27	100.0
California	1,942	963	49.6
Colorado 1/	376	352	93.6
Connecticut 1/	312	295	94.6
Delaware	18	16	88.9
District of Columbia	422	3	.7
Florida	2,952	2,607	88.3
Georgia	853	754	88.4
Hawaii	45	0	0.0
Idaho 1/	188	185	98.4
Illinois	2,104	1,894	90.0
Indiana 1/	825	766	92.8
Iowa 1/	233	220	94.4
Kansas	187	165	88.2
Kentucky	451	430	95.3
Louisiana	1,147	1,023	89.2
Maine	58	58	100.0
Maryland	918	675	73.5
Massachusetts	488	429	87.9
Michigan	1,414	1,162	82.2
Minnesota	559	475	86.8
Mississippi	156	140	89.7
Missouri 1/	658	497	75.5
Montana	4	4	100.0
Nebraska 1/	135	134	99.3
Nevada	73	69	94.5
New Hampshire	6	6	100.0
New Jersey 1/	781	745	95.4
New Mexico	289	247	85.5
New York	2,450	2,081	84.9
North Carolina	1,117	1,049	93.9
North Dakota	57	39	68.4
Ohio	1,953	1,611	82.5
Oklahoma	687	506	73.7
Oregon	123	123	100.0
Pennsylvania	2,031	1,448	71.3
Rhode Island 1/	75	75	100.0
South Carolina	382	357	93.5
South Dakota	6	--	0.0



Table A-17. Number of teachers sampled for the 1968 Survey on Compensatory Education and number and percent responding, by State: School year 1967-68--Continued

State	Number in sample	Number responding	Percent response
Tennessee	842	764	90.7
Texas	1,697	1,446	85.2
Utah	240	222	92.5
Vermont	5	5	100.0
Virginia	966	904	93.6
Washington	352	338	96.0
West Virginia	507	426	84.0
Wisconsin	349	212	60.7
Wyoming	14	14	100.0

1/ In a limited number of cases, school districts sent questionnaires for use in schools other than those in the original sample design. Consequently the number of teachers not in the original sample from which data were received is as follows: Colorado, 11; Connecticut, 2; Idaho, 9; Indiana, 12; Iowa, 6; Missouri, 2; Nebraska, 1; New Jersey, 16; Rhode Island, 2; total, 61 teachers. Sample size and response totals reported above include these teachers.

-- Not applicable.

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education

Item	Number of item responses by option	Number of questionnaire responses	Percent responding
1. What is your best estimate of the yearly income of this pupil's family? (Pupil questionnaire)			
a. Under \$3,000	27,148	--	--
b. \$3,000 - \$5,999	55,373	--	--
c. \$6,000 - \$9,000	34,566	--	--
d. Over \$9,000	9,360	--	--
Total item response	126,447	130,002	97.3
No response	3,555	--	--
2. Does this pupil belong to any of these minority groups? (Pupil questionnaire)			
a. Yes, American Indian	481	--	--
b. Yes, Negro	55,348	--	--
c. Yes, Oriental	585	--	--
Yes, Spanish-surnamed American of			
d. Cuban descent	556	--	--
e. Mexican descent	6,797	--	--
f. Puerto Rican descent	3,735	--	--
g. No	57,574	--	--
Total item response	125,076	130,002	96.2
No response	4,926	--	--
3. Considering his ability, how far do you think this pupil could go in school? (Pupil questionnaire)			
a. 8th grade or less	8,336	--	--
b. 9th or 10th grade	9,958	--	--
c. 11th or 12th grade but not high school graduation	11,554	--	--
d. Graduate from high school	49,079	--	--
e. Enter college	50,355	--	--
Total item response	129,282	130,002	99.1
No response	720	--	--

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

Item	Number of item responses by option	Number of questionnaire responses	Percent responding
4. Has this pupil participated in academic compensatory programs (1 or more) during the academic year? (Pupil questionnaire)			
a. Yes	51,588	--	--
b. No	65,619	--	--
Total item response	117,207	130,002	90.2
No response	12,795		
5. Which of the following best describes the location of this school? (Pupil questionnaire)			
a. Large city (over 500,000)	844	--	--
b. Suburbs of large city	231	--	--
c. Rural area near a large city	81	--	--
d. Middle-sized city (40,000-500,000)	927	--	--
e. Suburb of a middle-sized city	186	--	--
f. Rural area near a middle-sized city	167	--	--
g. Small city or town (less than 40,000)	478	--	--
h. Rural area not near a large or middle-sized city	346	--	--
Total item response	3,260	3,278	99.5
No response	18	--	--

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education-- Continued

Item	Number of item responses by option	Number of questionnaire responses	Percent responding
6. What proportion of the pupils attending this school belong to the following groups? (Estimate) (Principal questionnaire)			
Children of disadvantaged-on welfare or unemployed			
a. None	73	--	--
b. 1-25%	1,764	--	--
c. 26-50%	755	--	--
d. 51-75%	410	--	--
e. 76-100%	166	--	--
Total item response	3,168	3,278	96.6
No response	110	--	--
7. How many days has this pupil been absent since the first day of this school year? (Pupil questionnaire)			
a. Less than 5 days	49,080	--	--
b. 5 to 10 days	35,873	--	--
c. 11 to 20 days	24,739	--	--
d. 21 to 30 days	8,760	--	--
e. 31 to 40 days	3,429	--	--
f. More than 40 days	3,106	--	--
Total item response	124,987	130,002	96.1
No response	5,015	--	--
8. Is this pupil's father unemployed? (Pupil questionnaire)			
a. Father is deceased/no father in home	23,897	--	--
b. Yes, part-time, seasonal, or day work	8,182	--	--
c. Yes, full-time steady work	88,685	--	--
d. No	5,805	--	--
Total item response	126,569	130,002	97.4
No response	3,837	--	--

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

Item	Number of item responses by option	Number of questionnaire responses	Percent responding
9. Is this pupil's mother employed? (Pupil questionnaire)			
a. Mother is deceased/no mother in home	2,921	--	--
b. Yes, part-time, seasonal, or day work	19,118	--	--
c. Yes, full-time steady work	23,909	--	--
d. No	70,217	--	--
Total item response	126,165	130,002	97.0
No response	3,837	--	--
10. What is your best estimate of the education level of this pupil's father? (Pupil questionnaire)			
a. Little or no education	7,908	--	--
b. Probably less than 8th grade	21,300	--	--
c. Probably completed 8th grade	17,321	--	--
d. Probably some high school	30,166	--	--
e. Probably completed high school	31,215	--	--
f. Probably some post high school training or college	9,020	--	--
g. Probably completed college	7,006	--	--
Total item response	123,936	130,002	95.3
No response	6,066	--	--

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

Item	Number of item responses by option	Number of questionnaire responses	Percent responding
11. What is your best estimate of the education level of this pupil's mother? (Pupil questionnaire)			
a. Little or no education	5,969	--	--
b. Probably less than 8th grade	18,937	--	--
c. Probably completed 8th grade	16,888	--	--
d. Probably some high school	35,332	--	--
e. Probably completed high school	37,919	--	--
f. Probably some post high school training or college	8,675	--	--
g. Probably completed college	4,449	--	--
Total item response	128,149	130,002	98.6
No response	1,853	--	--
12. What is your best estimate of how many people, including the pupil, live in the pupil's home? Count the pupil, his mother, father, brothers, sisters, relatives, and other individuals. (Pupil questionnaire)			
a. 4 or less	33,962	--	--
b. 5 or 6	53,702	--	--
c. 7 to 10	35,804	--	--
d. More than 10	5,426	--	--
Total item response	128,894	130,002	99.1
No response	1,108	--	--

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

Item	Number of item responses by option	Number of questionnaire responses	Percent responding
13. Which school experiences did this pupil have before entering first grade? (Mark all that apply)	Multiple response	response item, non-	cannot be estimated.
a. None			
b. Kindergarten			
c. Nursery school, school year			
d. Head Start, summer			
e. Head Start, but I don't know whether it was summer or school year			
f. Other preschool program			
g. Don't know			
No response			
14. Considering his present attitude, how far do you think this pupil will go in school? (Pupil questionnaire)			
a. 8th grade or less	10,364	--	--
b. 9th or 10th grade	14,816	--	--
c. 11th or 12th grade but not high school graduation	15,411	--	--
d. Graduate from high school	54,010	--	--
e. Enter college	34,398	--	--
Total item response	128,999	130,000	99.2
No response	1,003	--	--

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

Item	Number of item responses by option	Number of questionnaire responses	Percent responding
15. Has this pupil attended any school other than this one? (Do not include schools which normally feed pupils into this school) (Pupil questionnaire)			
a. No	74,347	--	--
b. Yes, one other school	30,402	--	--
c. Yes, two other schools	10,556	--	--
d. Yes, three other schools	4,078	--	--
e. Yes, four or more other schools	3,381	--	--
f. Yes, but I don't know how many other schools	4,523	--	--
Total item response	127,287	130,002	97.9
No response	2,715	--	--
16. What is the occupation of the head of this pupil's household? (Pupil questionnaire)			
a. Farm or ranch owner or manager	1,166	--	--
b. Farm worker	1,619	--	--
c. Laborer or domestic worker	36,582	--	--
d. Semiskilled worker	39,141	--	--
e. Skilled worker	17,020	--	--
f. Sales agent and representative	2,554	--	--
g. Technical worker	1,462	--	--
h. Manager or foreman	4,782	--	--
i. Official	944	--	--
j. Professional	5,569	--	--
k. No present occupation	16,490	--	--
Total item response	127,329	130,002	97.9
No response	2,673	--	--



Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

Item	Number of item responses by option	Number of questionnaire responses	Percent responding
17. Has this pupil participated in any programs (1 or more) for enriching his experience with (a) the community in which he lives, (b) the world of nature, or (c) the arts? (Pupil questionnaire)			
a. Yes	55,312	--	--
b. No	64,044	--	--
Total item response	119,356	130,002	91.8
No response	10,646	--	--
18. Has this pupil received help during the past year in the diagnosis or correction of physical deficiencies of any kind? (Pupil questionnaire)			
a. Yes, as a part of health services provided to all children in this school district	54,608	--	--
b. Yes, as a part of a special compensatory health program	7,288	--	--
c. Yes, but I don't know source of the help	4,192	--	--
d. No	59,843	--	--
Total item response	125,931	130,002	96.9
No response	4,071	--	--

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

Item	Number of item responses by option	Number of questionnaire responses	Percent responding
19. Has this pupil participated in any program (1 or more) for treating social, emotional, or disciplinary problems?			
a. Yes, as a part of the regular pupil personnel services provided to any pupil in this school district	9,139	--	--
b. Yes, as a part of a special compensatory pupil personnel service	4,470	--	--
c. Yes, but I don't know source of the help	1,149	--	--
d. No	108,101	--	--
Total item response	122,859	130,002	94.5
No response	7,143	--	--
20. Since July 1967, has your school officially sponsored or participated in a formal inservice training program for professional instructional staff? (Principal questionnaire)			
a. Yes	2,559	--	--
b. No	629	--	--
Total item response	3,188	3,278	97.3
No response	90	--	--
21. Since July 1967, has your school officially sponsored or participated in a formal inservice training program for supportive instruction personnel? (Principal questionnaire)			
a. Yes	1,489	--	--
b. No	1,730	--	--
Total item response	3,219	3,278	98.2
No response	59	--	--

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

Item	Number of item responses by option	Number of questionnaire responses	Percent responding
22. What is the highest earned college degree you hold? (Teacher questionnaire)			
a. No degree or less than bachelor's	1,195	--	--
b. Bachelor's degree	16,104	--	--
c. Bachelor's degree plus 30 semester hours	5,741	--	--
d. Master's degree plus 30 semester hours	886	--	--
e. Doctor's degree	19	--	--
Total item response	23,945	24,177	99.0
No response	232	--	--
23. What type of State teaching certificate do you have? (Teacher questionnaire)			
a. The highest certification offered in this State	13,867	--	--
b. Certification, but less than highest	8,039	--	--
c. Some form of temporary or emergency certification	1,701	--	--
d. I am not certified	455	--	--
Total item response	24,062	24,177	99.5
No response	115	--	--
24. Are you a member of one of these minority groups? (Teacher questionnaire)			
a. Yes, American Indian	29	--	--
b. Yes, Negro	7,656	--	--
c. Yes, Oriental	101	--	--
Yes, Spanish-surnamed American of			
d. Cuban descent	22	--	--
e. Mexican descent	228	--	--
f. Puerto Rican descent	9	--	--
g. No	15,850	--	--
Total item response	23,875	24,177	98.8
No response	302	--	--

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

Item	Number of item responses by option	Number of questionnaire responses	Percent responding
25. Pupils from my class and one or more other classes are ability-grouped for one or more subjects. (Teacher questionnaire)			
a. Yes	6,875	--	--
b. No	16,935	--	--
Total item response	23,810	24,177	98.5
No response	367	--	--
26. Tracking or ability grouping: Pupils are assigned to my class by ability and achievement level. (Teacher questionnaire)			
a. Yes	7,949	--	--
b. No	15,776	--	--
Total item response	23,725	24,177	98.1
No response	452	--	--
27. What proportion of the pupils in your class are members of the following minority groups? (Teacher questionnaire)			
a. American Indian			
(1) None	19,219	--	--
(2) 1-10%	1,442	--	--
(3) 11-30%	90	--	--
(4) 31-70%	10	--	--
(5) 71-90%	3	--	--
(6) More than 90%	29	--	--
Total item response	20,793	24,177	86.0
No response	3,384	--	--
b. Negro			
(1) None	7,258	--	--
(2) 1-10%	3,412	--	--
(3) 11-30%	1,601	--	--
(4) 31-70%	1,750	--	--
(5) 71-90%	917	--	--
(6) More than 90%	8,653	--	--
Total item response	23,591	24,177	97.6
No response	586	--	--

Table A-18. Number and percent of responses to selected items used in the 1968 Survey on Compensatory Education--Continued

Item	Number of item responses by option	Number of questionnaire responses	Percent responding
c. Oriental			
(1) None	18,933	--	--
(2) 1-10%	1,459	--	--
(3) 11-30%	65	--	--
(4) 31-70%	30	--	--
(5) 71-90%	9	--	--
(6) More than 90%	11	--	--
Total item response	20,507	24,177	84.8
No response	3,670	--	--
d. Cuban			
(1) None	18,977	--	--
(2) 1-10%	892	--	--
(3) 11-30%	107	--	--
(4) 31-70%	58	--	--
(5) 71-90%	17	--	--
(6) More than 90%	28	--	--
Total item response	20,075	24,177	83.0
No response	4,098	--	--
e. Mexican			
(1) None	16,688	--	--
(2) 1-10%	2,177	--	--
(3) 11-30%	518	--	--
(4) 31-70%	551	--	--
(5) 71-90%	267	--	--
(6) More than 90%	585	--	--
Total item response	20,786	24,177	86.0
No response	3,391	--	--
f. Puerto Rican			
(1) None	17,582	--	--
(2) 1-10%	1,662	--	--
(3) 11-30%	511	--	--
(4) 31-70%	602	--	--
(5) 71-90%	188	--	--
(6) More than 90%	110	--	--
Total item response	20,655	24,177	85.4
No response	3,522	--	--

NOTE.--Data shown are unweighted.

Table A-19. Metropolitan Achievement Test File for 2d-grade pupils, representation by State and location of school district

State	Location of school district							
	Large city (over 500,000)	Suburb large city	Rural area large city	Middle- sized city (40,000- 500,000)	Suburb middle- sized city	Rural area near middle- sized city	Small city (under 40,000)	Other rural areas
Colorado		2		8	1		5	
Connecticut					1			
Delaware				1	3	19	17	3
Florida	64							
Idaho				9	7		3	
Indiana	8			16				
Kentucky	18							
Louisiana	106	20		7				1
Massachusetts								
Michigan				3			1	
Nebraska								
New Mexico				1	1		2	9
New York	10						3	18
North Carolina								
Ohio							11	
Pennsylvania	37							
Tennessee	124		10	129	14			
Texas			2					
Washington	4							
Total	371	22	12	174	27	19	42	31

Table A-20. Metropolitan Achievement Test File for 4th-grade pupils, representation by State and location of school district

State	Location of school district							
	Large city (over 500,000)	Suburb large city	Rural area large city	Middle- sized city (40,000- 500,000)	Suburb middle- sized city	Rural area near middle- sized city	Small city (under 40,000)	Other rural areas
Delaware	18	22		66	9	72	53	6
Florida		1			58			
Georgia				93				
Idaho	26							
Illinois	7			141	5			
Indiana	43			6				
Kentucky	18			94				
Louisiana	114	19						
Massachusetts				49	5			
New Jersey	1526	14		3	27	5		23
New York								48
North Carolina		34						
Ohio					8		22	
Oklahoma					2		6	
Pennsylvania	182				10	6		
Tennessee	619		6	164			45	
Texas			10				21	
Utah		17		130	51			
Washington								
Total	2553	107	16	746	175	83	147	77

Table A-21. Iowa Test File for 4th-grade pupils, representation by State and location of school district

State	Location of school district					
	Large city (over 500,000)	Suburb large city	Rural area large city	Middle- sized city (40,000- 500,000)	Suburb middle- sized city	Rural area near middle- sized city
Arkansas						
California				1		
Colorado						
Connecticut						
Florida					11	5
Georgia				50		
Indiana				10		
Iowa				9		
Louisiana						3
Maryland		18		82		
Massachusetts						
Michigan						
Minnesota						
Missouri	73			53		
Nebraska			6			
New Mexico			9			
North Carolina					30	13
Ohio				3		40
Oklahoma				62		
Pennsylvania	96					
Texas	423					
Wyoming						
Total	592	18	15	270	41	61
						230
						77



Table A-22. Metropolitan Achievement Test File for 6th-grade pupils, representation by State and location of school district

State	Location of school district							
	Large city (over 500,000)	Suburb large city	Rural area large city	Middle- sized city (40,000- 500,000)	Suburb middle- sized city	Rural area near middle- sized city	Small city (under 40,000)	Other rural areas
Connecticut	16	10		5	36	48	34	7
Florida				71				
Idaho	42			65				
Illinois	60			92				
Kentucky				12				
Louisiana	18			76				
Massachusetts							6	
Missouri				1				
New Jersey	777	9		15	23			16
New York						3		26
North Carolina								
Ohio		41						
Pennsylvania	178		10	17	5	6		
Tennessee	557				182			
Total	1648	60	10	354	246	57	40	49

Table A-23. Iowa Test File for 6th-grade pupils, representation by State and location of school district

State	Location of school district							Other rural areas
	Large city (over 500,000)	Suburb large city	Rural area large city	Middle-sized city (40,000-500,000)	Suburb middle-sized city	Rural area near middle-sized city	Small city (under 40,000)	
Arkansas								8
Florida								15
Georgia								
Idaho								
Indiana								
Iowa								
Kansas								
Louisiana	8							
Maryland								
Massachusetts								
Michigan	1							1
Minnesota	28							
Missouri	75							5
Nebraska								3
New Jersey								
New Mexico								15
New York								
North Carolina								
Ohio								62
Oklahoma								10
Pennsylvania	41							
Texas	429							
Utah								
Wyoming								
Total	582		7	386	38	28	154	119

Table A-24. Stanford Achievement Test File for 6th-grade pupils, representation by State and location of school district

State	Location of school district							
	Large city (over 500,000)	Suburb large city	Rural area large city	Middle- sized city (40,000- 500,000)	Suburb middle- sized city	Rural area near middle- sized city	Small city (under 40,000)	Other rural areas
Alabama							25	
Alaska				1 141			9	
California	7 164			148	12 32		15	
Colorado				5			33	15
Connecticut	1							
Florida								
Idaho		9						
Illinois		17				10		
Indiana		35			52		7	
Kansas	8							
Kentucky								
Massachusetts			5					
Michigan								19
Mississippi		38					35	4
Missouri							11	9
New York							26	4
North Carolina							9	
Ohio	41						28	11
Oklahoma								7
Tennessee			10				46	
Texas							5	
Utah								7
Washington								
West Virginia								
Total	221	99	15	295	96	10	256	76

ile A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68

Data category	(1) If the quantity in the data table is approximately the value entered below	(2) then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(3) then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	
		A	B	A	B
Income					
Less than \$3,000	No. %	1,128,020 17.1	1,198,634 17.9	986,792 15.3	1,269,248 18.9
\$3,000 to \$6,000	No. %	2,313,840 35.0	2,373,306 35.6	2,194,909 33.8	2,432,771 36.2
\$6,000 to \$9,000	No. %	2,159,810 32.7	2,217,261 33.4	2,044,908 31.2	2,274,712 34.1
More than \$9,000	No. %	851,288 12.9	896,321 13.5	761,222 11.6	941,354 14.2

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	(1) If the quantity in the data table is approximately the value entered below	(2) then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(3) then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	
		A	B	A	B
<u>Minority groups</u>					
American Indian	No. %				
	26,293 .4	22,475 .33	30,110 .45	18,657 .27	33,928 .51
Negro	No. %				
	1,451,030 21.9	1,363,243 20.8	1,538,817 23.1	1,275,455 19.7	1,626,605 24.2
Oriental	No. %				
	21,346 .32	18,422 .28	24,271 .36	15,497 .24	27,195 .40
Cuban	No. %				
	7,030 .10	6,036 .09	8,023 .11	5,043 .08	9,016 .12
Mexican	No. %				
	277,298 4.2	253,755 3.8	300,841 4.6	230,213 3.5	324,383 4.9
Puerto Rican	No. %				
	75,084 1.1	68,589 1.0	81,578 1.2	62,094 .9	88,073 1.3

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	If the quantity in the data table is approximately the value entered below	(1)		then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(2)		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	
				A	B	A	B	A	B
<u>Minority groups (Cont'd)</u>	No. %								
White	No. %	4,586,200 69.4		4,475,673 68.2		4,696,727 70.5		4,365,145 67.0	
All groups combined except Negro & white	No. %	407,050 6.2		382,139 5.8		431,961 6.5		357,229 5.4	
<u>Participation</u>	No. %								
No	No. %	3,676,800 55.6		3,570,908 54.4		3,782,692 56.8		3,465,016 53.2	
Yes	No. %	2,406,520 36.4		2,312,425 35.3		2,500,615 37.5		2,218,830 34.1	
								4,807,255 71.7	
								456,872 6.9	
								3,868,584 58.0	
								2,594,710 38.7	

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	If the quantity in the data table is approximately the value entered below	then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		
		(1)	(2)	(3)
		A	B	A B
<u>Location</u>	No. %			
Large city	581,056 8.8	566,994 8.5	595,118 9.1	552,933 8.2 609,179 9.3
Suburb large city	568,333 8.6	510,079 7.7	626,587 9.5	451,825 6.9 684,841 10.3
Rural, large city	140,003 2.1	117,336 1.8	162,669 2.5	94,670 1.4 185,336 2.8
Middle-size city	911,196 13.8	859,987 13.0	962,405 14.6	808,778 12.2 1,013,614 15.3
Suburb, middle-size city	458,580 6.9	410,750 6.2	506,410 7.7	362,920 5.5 554,240 8.4
Rural, middle-size city	454,352 6.9	407,826 6.2	500,878 7.6	361,301 5.5 547,403 8.3

Data category	If the quantity in the data table is approximately the value entered below	(1)			(2)			(3)		
		A			B			A		
Location (Cont'd)										
Small city	No. %	2,007,430 30.4			1,908,664 29.0	2,106,196 31.7		1,809,899 27.6	2,204,961 33.1	
Rural, isolated	No. %	1,470,470 22.2			1,368,125 20.9	1,572,815 23.6		1,265,780 19.6	1,675,159 24.9	
Total suburban	No. %	1,026,913 15.53			951,539 14.41	1,102,229 16.65		876,165 13.29	1,177,661 17.77	
Total rural	No. %	2,064,825 31.23			1,950,121 29.7	2,17,952 32.8		1,835,416 28.1	2,294,234 34.3	



Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	(1)			(2)		(3)	
	If the quantity in the data table is approximately the value entered below	then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	A	B	A	B
<u>Percent of children from families on welfare</u>	No. %						
None	240,068 3.6			209,699 3.2	270,437 4.1	179,331 2.7	300,805 4.6
1 - 25%	4,513,330 68.3			4,400,045 67.1	4,626,615 69.5	4,286,761 65.8	4,739,899 70.7
26 - 50%	1,020,250 15.4			936,283 14.3	1,104,217 16.6	852,317 13.1	1,188,183 17.8
50 - 100%	572,333 8.65			543,466 8.23	601,200 9.07	514,598 7.81	630,067 9.49
51 - 75%	422,015 6.4			396,272 6.0	447,758 6.8	370,529 5.6	473,501 7.1
76 - 100 %	150,318 2.3			137,255 2.1	163,381 2.5	124,193 1.9	176,443 2.7

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	(1)		(2)		(3)	
	If the quantity in the data table is approximately the value entered below	then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	A	B	A	B
<u>School attendance and family</u>						
More than 10 days absent this year	No. 1,598,430 24.17		1,554,633 23.8	1,642,227 24.6	1,510,836 23.4	1,686,024 25.0
Parent occupation b,c,d,k	No. 4,020,070 60.8		3,919,566 60.1	4,120,572 61.5	3,819,067 59.4	4,221,074 62.3
Father deceased or absent	No. 774,749 11.7		732,293 11.2	817,205 12.2	689,837 10.7	859,661 12.8
Father employed part time	No. 514,076 7.8		483,848 7.4	544,304 8.2	453,621 7.0	574,531 8.6
Father employed full time	No. 4,971,190 75.2		4,873,258 74.5	5,069,122 75.9	4,775,325 73.7	5,167,055 76.7

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	If the quantity in the data table is approximately the value entered below	(1)		then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(2)		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(3)	
				A	B	A	B	A	B	A	B
<u>School attendance and family</u> <u>(Cont'd)</u>											
Father not employed	No. %	230,680 3.5		224,982 3.3	236,378 3.6	219,284 3.2	242,076 3.8	219,284 3.2	242,076 3.8		
Mother deceased or absent	No. %	112,753 1.7		106,225 1.6	119,281 1.8	99,696 1.5	125,810 1.9	99,696 1.5	125,810 1.9		
Mother employed part time	No. %	1,006,860 15.2		964,673 14.8	1,049,047 15.7	922,485 14.4	1,091,235 16.1	922,485 14.4	1,091,235 16.1		
Mother employed full time	No. %	1,491,410 22.6		1,450,098 22.2	1,532,722 23.0	1,408,786 21.8	1,574,034 23.3	1,408,786 21.8	1,574,034 23.3		
Mother not employed	No. %	3,857,870 58.4		3,782,642 57.8	3,933,098 58.9	3,707,413 57.2	4,008,327 59.5	3,707,413 57.2	4,008,327 59.5		

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	If the quantity in the data table is approximately the value entered below	(1)		then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(2)		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(3)	
				A	B	A	B	A	B	A	B
<u>School attendance and family (Cont'd)</u>											
More than 6 people live in home	No. %	1,907,670 28.9		1,850,249 28.3	1,965,091 29.4	1,792,828 27.8	2,022,512 29.9				
Father did not get to high school	No. %	2,041,650 30.9		1,957,330 30.2	2,125,970 31.5	1,873,010 29.6	2,210,290 32.2				
Mother did not get to high school	No. %	1,783,780 27.0		1,707,434 26.2	1,860,126 27.8	1,631,088 25.3	1,936,472 28.6				
No preschool experience	No. %	2,320,660 35.1		2,215,998 33.9	2,425,322 36.3	2,111,336 32.8	2,529,984 37.4				
Had kindergarten	No. %	3,227,850 48.8		3,139,084 47.5	3,316,616 50.1	3,050,318 46.2	3,405,382 51.5				

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	(1)		(2)		(3)	
	If the quantity in the data table is approximately the value entered below		then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	
			A	B	A	B
<u>School attendance and family</u> <u>(Cont'd)</u>						
Had nursery school, Head Start or other	No. %	523,749 7.9	491,381 7.5	556,117 8.4	459,014 7.0	588,484 8.8
Had Head Start, don't know year or summer	No. %	21,082 .3	16,212 .2	25,952 .4	11,342 .2	30,822 .5
Attitude, will not graduate from high school	No. %	1,714,340 25.9	1,658,110 25.4	1,770,570 26.5	1,601,879 24.9	1,826,801 27.0
Ability, will not graduate from high school	No. %	1,257,890 19.0	1,213,486 18.6	1,302,294 19.5	1,169,083 18.1	1,346,697 19.9

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	(1) If the quantity in the data table is approximately the value entered below	(2) then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(3) then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	
		A	B	A	B
<u>School attendance and family (Cont'd)</u>					
Attended two or more other schools	No. % 858,345 13.0	828,131 12.6	888,559 13.4	797,918 12.2	918,772 13.8
<u>Participation</u>					
No response	No. % 527,254 8.0	504,266 7.7	550,242 8.3	481,277 7.4	573,231 8.6
No	No. % 3,676,800 55.6	3,570,908 54.4	3,782,692 56.8	3,465,016 53.2	3,888,584 58.0
Yes	No. % 2,406,520 36.4	2,312,425 35.3	2,500,615 37.5	2,218,330 34.1	2,594,710 38.7

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	If the quantity in the data table is approximately the value entered below	(1)		then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(2)		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	
				A	B	A	B	A	B
School services, teachers and classes									
More than 5 hours a week reading	No. 970,458 % 14.7	892,045 13.6	1,048,871 15.8	813,632 12.5	1,127,284 16.8				
More than 5 hours a week arithmetic	No. 373,665 % 5.7	346,500 5.3	400,830 6.1	319,334 4.9	427,996 6.5				
More than 5 hours a week English	No. 399,817 % 6.0	370,271 5.6	429,363 6.5	340,724 5.2	458,910 6.9				
More than 5 hours a week other academic	No. 401,989 % 6.1	374,413 5.7	429,565 6.5	346,836 5.2	457,142 6.9				

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	(1) If the quantity in the data table is approximately the value entered below		(2) then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(3) then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	
			A	B	A	B
<u>School services, teachers and classes (Cont'd)</u>						
Cultural enrichment program	No. %	2,188,090 33.1	2,087,657 31.8	2,288,523 34.4	1,987,223 30.6	2,388,957 35.6
Physical health help as part of compensatory education	No. %	355,427 5.4	316,614 4.8	394,240 5.9	277,802 4.3	433,052 6.5
Physical health help not given	No. %	3,109,120 47.0	3,014,914 46.1	3,203,326 48.0	2,920,707 45.1	3,297,533 49.0
Pupil personnel services, as part of compensatory education	No. %	179,350 2.7	162,419 2.5	196,281 3.0	145,489 2.2	213,211 3.2



Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	(1)			(2)		(3)	
	If the quantity in the data table is approximately the value entered below			then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	
				A	B	A	B
<u>School services, teachers and classes (Cont'd)</u>							
Pupil personnel services, not given	No. %	5,679,540 85.9		5,550,046 85.4	5,809,034 86.4	5,420,553 84.9	5,938,527 87.0
Inservice training for teachers	No. %	4,803,230 72.7		4,675,464 71.3	4,930,996 74.0	4,547,698 69.9	5,058,762 75.4
Inservice training, non-professional	No. %	2,192,800 33.2		2,113,859 32.0	2,271,741 34.4	2,034,918 30.8	2,350,682 35.6
Teacher has B.A., not more	No. %	4,294,270 65.0		4,168,448 64.0	4,420,092 65.9	4,042,626 63.1	4,545,914 66.9
Teacher has more than B.A.	No.	1,507,110 22.8		1,457,575 22.0	1,556,845 23.6	1,407,641 21.3	1,606,579 24.3

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	If the quantity in the data table is approximately the value entered below	(1)		then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(2)		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(3)	
				A		B		A		B	
<u>School services, teachers and classes (Cont'd)</u>	No.										
Teacher has less than highest certificate	%										
Teacher's race - Negro	No.										
Teacher's race - white	%										
Teacher's race - other	No.										
Class size greater than 25	%										
		2,612,950	39.5	2,518,361	38.5	2,707,539	40.6	2,423,772	37.4	2,802,128	41.6
		1,123,130	17.0	1,035,301	15.8	1,210,959	18.2	947,472	14.6	1,298,788	19.3
		5,208,010	78.8	5,091,871	77.6	5,324,149	80.0	4,975,733	76.3	5,440,287	81.2
		58,571	.9	50,693	.8	66,449	1.0	42,815	.6	74,327	1.1
		4,548,720	68.8	4,419,536	67.8	4,677,904	69.8	4,290,353	66.9	4,807,087	70.7

Table A-25. Approximate 68 percent and 95 percent confidence intervals on number and percentages of pupils enrolled in grades 2, 4, and 6 in title I eligible elementary schools within indicated categories: School year 1967-68--Continued

Data category	If the quantity in the data table is approximately the value entered below	(1)		then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(2)		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	
		(1)		(2)		(2)		(3)	
		A	B	A	B	A	B	A	B
<u>School services, teachers and classes (Cont'd)</u>									
Class size greater than 30	No. %	2,025,850 31.6		1,984,478 30.4	2,187,222 32.7	1,883,105 29.2	2,288,595 33.9		
Students grouped by ability for some work	No. %	2,103,490 31.8		2,020,612 30.8	2,186,368 32.9	1,937,735 29.7	2,269,245 33.9		
Pupils assigned by ability	No. %	1,761,790 26.7		1,662,954 25.4	1,860,626 27.9	1,564,117 24.1	1,959,463 29.2		
Less than 10% black in class	No. %	4,348,370 65.8		4,238,791 64.5	4,457,949 67.0	4,129,212 63.3	4,567,528 68.3		
More than 90% black in class	No. %	1,122,870 17.0		1,034,949 15.8	1,210,791 18.2	947,028 14.6	1,298,711 19.3		

Table A-26. Approximate 68 percent and 95 percent confidence intervals on numbers and percentages of participants in academic compensatory education programs within categories indicated: Title I participating elementary schools, 1967-68 school year

Data category	If the quantity in the data table is approximately the value entered below	(1)		then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(2)		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		(3)	
Income	No. %										
Less than \$3,000		576,126	23.9	523,987	22.4	628,265	25.5	471,847	20.8	680,405	27.1
\$3,001 to \$6,000		981,731	40.8	944,523	39.8	1,018,939	41.7	907,316	38.9	1,056,146	42.7
\$6,001 to \$9,000		627,582	26.1	601,286	25.0	653,878	27.1	574,991	24.0	680,173	28.2
More than \$9,000		166,720	6.9	149,048	6.2	184,392	7.6	131,375	5.5	202,065	8.3

Table A-26. Approximate 68 percent and 95 percent confidence intervals on numbers and percentages of participants in academic compensatory education programs within categories indicated: Title I participating elementary schools, 1967-68 school year--Continued

Data category	If the quantity in the data table is approximately the value entered below	(1)		then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	
		(2)		(3)		(4)	
		A	B	A	B	A	B
<u>Minority groups</u>							
American Indian	No. %	11,312 .47	13,402 .56	7,134 .29	15,491 .65	7,134 .29	15,491 .65
Negro	No. %	626,113 26.8	761,549 30.9	558,395 24.7	829,267 33.0	558,395 24.7	829,267 33.0
Oriental	No. %	7,401 .3	8,504 .35	5,196 .2	9,606 .4	5,196 .2	9,606 .4
Cuban	No. %	2,664 .11	3,113 .13	1,766 .07	3,562 .15	1,766 .07	3,562 .15
Mexican	No. %	153,627 6.4	169,620 7.1	121,642 5.0	185,612 7.7	121,642 5.0	185,612 7.7

Table A-26. Approximate 68 percent and 95 percent confidence intervals on numbers and percentages of participants in academic compensatory education programs within categories indicated: Title I participating elementary schools, 1967-68 school year--Continued

Data category		(1)		(2)		(3)	
		If the quantity in the data table is approximately the value entered below		then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	
		A	B	A	B	A	B
<u>Minority groups</u> (Cont'd)							
Puerto Rican	No. %	30,088 1.3	32,991 1.4	27,184 1.1	35,895 1.5	24,281 1.0	1,553,720 63.8
White	No. %	1,435,440 59.6	1,494,580 61.7	1,376,300 57.6	1,553,720 63.8	1,317,160 55.5	237,954 9.9
All groups combined except Negro & white	No. %	205,092 8.5	221,523 9.2	188,661 7.8	237,954 9.9	172,230 7.1	
<u>Participation</u>							
No	No. %	12 .00	12 .00	11 .00	13 .00	11 .00	
Yes	No. %	2,406,520 100	2,496,283 100	2,316,757 100	2,586,046 100	2,226,994 100	

Table A-26. Approximate 68 percent and 95 percent confidence intervals on numbers and percentages of participants in academic compensatory education programs within categories indicated: Title I participating elementary schools, 1967-68 school year--Continued

Data category	If the quantity in the data table is approximately the value entered below (1)	then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (2)		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B" (3)	
		A		A	
		B		B	
Location	No. %				
Large city	253,555 10.5	244,478 10.0	262,632 11.1	235,400 9.5	271,710 11.6
Suburb, large city	96,942 4.0	85,777 3.5	110,107 4.6	70,613 2.9	123,272 5.1
Rural, large city	37,700 1.6	29,247 1.2	46,152 1.9	20,795 .9	54,604 2.3
Middle-size city	348,513 14.5	322,584 13.4	374,442 15.6	296,654 12.3	400,372 16.7
Suburb, middle-size city	110,341 4.6	90,888 3.8	129,794 5.4	71,435 3.0	149,247 6.2
Rural, middle-size city	180,384 7.5	154,860 6.5	205,908 8.5	129,335 5.4	231,433 9.6

Table A-26. Approximate 68 percent and 95 percent confidence intervals on numbers and percentages of participants in academic compensatory education programs within categories indicated: Title I participating elementary schools, 1967-68 school year--Continued

Data category	If the quantity in the data table is approximately the value entered below	(1)		(2)		(3)	
		A	B	A	B	A	B
then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"							
Location (Cont'd)							
Small city	No. %	701,414 29.1	746,866 30.9	655,962 27.3	746,866 30.9	610,511 25.5	792,317 32.7
Rural, isolated	No. %	673,109 28.0	746,747 30.3	599,471 25.6	746,747 30.3	525,833 23.2	820,385 32.7
Rural areas combined	No. %	891,193 37.0	969,586 39.6	812,799 34.4	969,586 39.6	734,406 31.8	1,047,979 42.3
Suburban areas combined	No. %	207,283 8.6	230,772 9.6	183,794 7.6	230,772 9.6	160,305 6.7	254,261 10.6



Table A-26. Approximate 68 percent and 95 percent confidence intervals on numbers and percentages of participants in academic compensatory education programs within categories indicated: Title I participating elementary schools, 1967-68 school year--Continued

Data category	(1)		(2)		(3)	
	If the quantity in the data table is approximately the value entered below		then the probability is approximately .68 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"		then the probability is approximately .95 that the following assertion is correct: "the value of that same variable that would have been obtained had the entire population rather than the sample been surveyed is between A and B"	
	No.	%	A	B	A	B
Percent of children from families on welfare						
None	42,740	1.8	34,649 1.4	50,830 2.1	26,558 1.1	58,921 2.5
1 - 25%	1,519,050 63.1		1,458,440 61.0	1,579,660 65.2	1,397,830 58.9	1,640,270 67.3
26 - 50%	520,666 21.6		454,385 19.4	586,947 23.9	388,104 17.1	653,228 27.2
51 - 100%	259,539 10.8		245,187 10.2	273,890 11.4	230,836 9.5	288,242 12.0
51 - 75%	194,808 8.1		181,678 7.5	207,938 8.7	168,548 7.0	221,068 9.2
75 - 100%	64,731 2.7		58,938 2.4	70,525 2.9	53,144 2.2	76,318 3.2

Table A-27. Percent of pupils from families within indicated socio-economic status categories based on teacher reports, by teacher report of pupil family income: School year 1967-68

Pupil family status as reported by teacher	Annual family income of pupils as reported by teachers				All pupils
	Under \$3000	\$3000-6000	\$6000-9000	Over \$9000	
Negro	53	26	8	3	22
Spanish-speaking	9	9	3	1	6
White & other	32	62	87	95	70
No father in home	37	12	2	1	12
No mother in home	3	2	1	1	2
Father unemployed	13	3	1	1	3
Father underemployed	20	10	2	1	8
Father fully employed	27	74	94	97	76
Low-status occupation of head of household	92	78	46	11	61
Father has less than HS education	84	67	31	7	50
Mother has less than HS education	87	64	31	7	49

NOTE.--The relationship apparent in this table was attenuated by misclassification of some grade equivalent scores in the range 10.0 to 12.0 as 0.0 to 2.0. Data were edited upon detection of this error subsequent to construction of this table. Approximately 300 cases were misclassified.

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Table A-29. Enrollments of pupils from families within indicated socioeconomic status categories, based on reports by principal of percent of pupils enrolled in school from families with head of household on welfare or unemployed: School year 1967-68

Pupil family status as reported by teacher	Percent of pupils from families with head of household on welfare or unemployed (principal report)			All pupils
	Under 26	26-50	Over 50	
Income under \$3000	11	33	40	17
Income \$3,000 - \$6,000	33	42	43	35
Negro	12	45	68	22
Spanish-speaking	5	12	10	6
White & other	82	39	16	70
No father in home	8	21	26	12
No mother in home	1	2	3	2
Father unemployed	3	6	7	4
Father underemployed	7	10	11	8
Father fully employed	81	60	52	75
Low-status occupation of head of household	55	78	85	61
Father has less than HS education	44	69	74	51
Mother has less than HS education	43	70	75	50